KG1

MINISTRY OF EDUCATION AND TECHNICAL EDUCATION

Connect Plus

Term 2

Teacher's Guide

2018-2019

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Scope and sequence

Theme	Unit	Vocabulary	Language	Phonics	Life skills	Values	Issues and challenges	Integrated cross-curriculum topics
How the world works	5 At the toy factory	ball, bead, car, doll, robot, teddy bear, train; fabric, glass, metal, paper, plastic, wood; pull, push, roll, slide; numbers 11-20	The (plane) is made of (wood). My (balls) are made of (plastic). Is it made of (plastic)? **Possessive pronouns:** my/ his/ her	i: in, bin, ink t: teddy bear, robot, ten	**Sharing things** **Problem solving:** A guessing game	**Tolerance and acceptance of others:** Sharing; playing together **Curiosity:** What it's made of; how it moves	Environmental awareness	**Math:** Numbers **Science:** What's it made of, how it moves **Art:** Make a teddy bear
	6 Let's go shopping	apron, cap, jacket, pajamas, school uniform, shorts, skirt, sweater, T-shirt; lollipop, pharmacy, toothpaste, supermarket; butcher, carpenter, seamstress; hungry, thirsty, yummy	(I) can put on (my) jacket by (myself). At school, (Malika) wears a (school uniform). I'm (hungry). I need (food)/want a (lollipop).	c: cap, cat, car j: jam, juice, jacket **Blending**	**Self-management:** Talking about needs and wants; Saving and managing money **Decision making**	**Love and compassion:** Saving for a present for Mommy **Cooperation:** Sharing money	Environmental awareness	**Social Studies:** Types of shops **Math:** Managing money **Art:** Make a paper doll
Communication	7 We plant a tree	bear, chick, goat, hen, camel, cow, fox, giraffe, monkey, rabbit; cabbage, cactus, carrot, pumpkin; flowers, fruit, leaves, plant, roots, seeds, soil spine; desert, dry, forest, tree, wet; write	A (monkey) eats (bananas). The plant will grow in the soil.	a: ant, apple, sad o: oil, orange, hop **Blending**	**Connect with nature** **Problem solving:** Looking after plants	**Tolerance and acceptance of others:** Sharing the natural world **Cooperation and participation:** Plant a tree	**Environmental awareness**	**Science:** Animals and plants **Art:** I can draw; Make a finger puppet **Geography:** In the desert
	8 Transport and art	car, bicycle, boat, bus, felucca, plane, ship, train, truck, wheelchair; air, land, water; float, sink, travel; hot, cold, rainy, sunny, windy; circle, rectangle, square, star, triangle	How does a plane travel? A plane flies in the air. I go to Aswan by plane.	e: elephant, pen, egg u: under, bus, up **Blending**	**Creative thinking:** Appreciating art **Self-management:** Awareness of road safety	**Curiosity:** How we travel	**Preventative health:** Safety precautions	**Science:** How transport works; The weather **Art:** Shapes and colors; Make a traffic sign

Story: The Mouse and the Lion

Review 2	Revision of language from units 5–8

low to use the course

nit walkthrough

ıch Student's Book page for each lesson has a particular focus. After each page in the Student's Book, students move on to complete a page in the Activity Book. These activities actice the lesson focus from the Student's Book and have an emphasis on reading and writing skills. Students may also carry out an additional game or activity.

ocabulary

Students listen to the vocabulary and point to he pictures as they ıre mentioned.





Students complete an activity to reinforce identification of the new words.





Students practice pre-writing skills.

The link to the Activity Book page ensures a seamless move from one component to another.

Introduction

Language use

Confidence with the new language is gradually built up through fun activities.

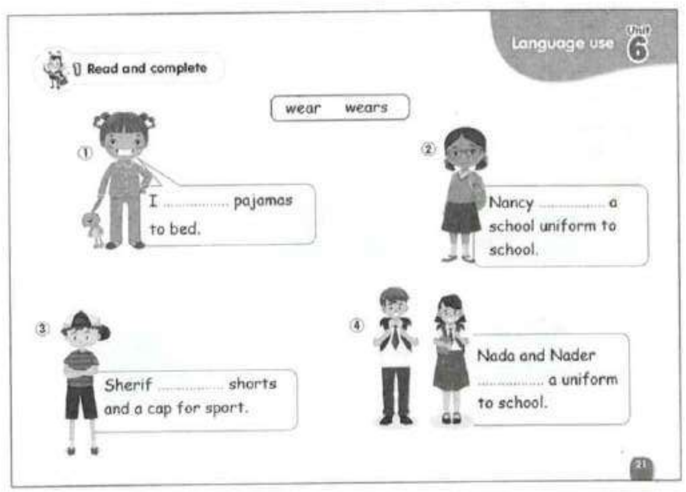




Students practice the new grammar point and emergent writing skills.

Extra activities on the page encourage students to extend and apply their learning.





Listening and speaking

The activities in the rubrics are clearly indicated to students with fun icons of Busy Bee, the main animal character of the course.

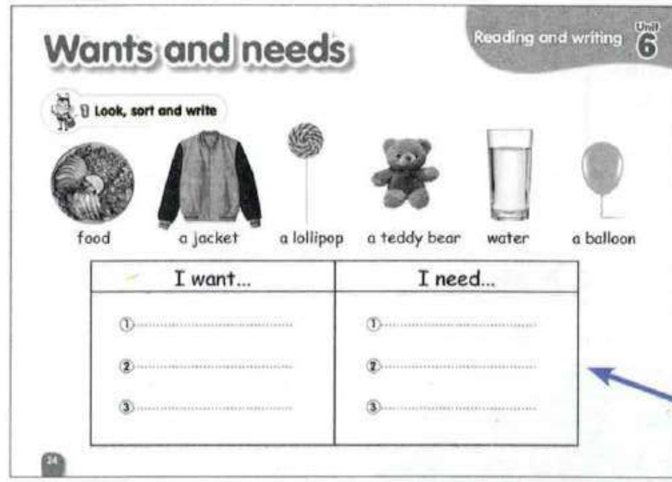
The focus of this lesson is for the students to practice the target language in a fun listening and speaking activity.





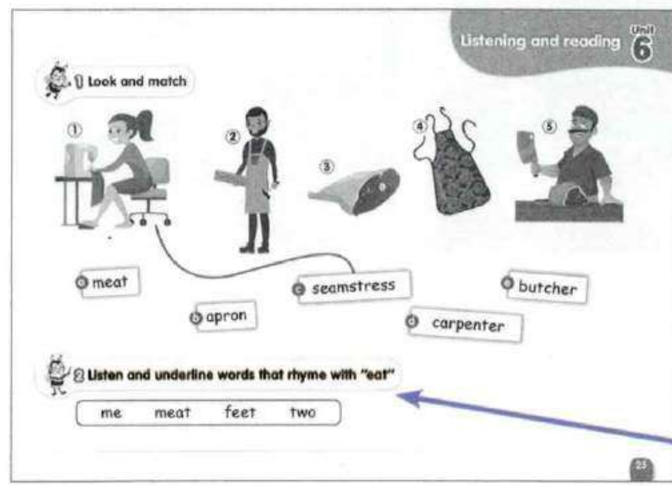
Listening, reading and writing





Activity Book exercises practice and consolidate language learned in the Student's Book. As in this example, there is also often an opportunity in the Activity Book for writing practice, as well as practicing skills like sorting, matching and tracing.





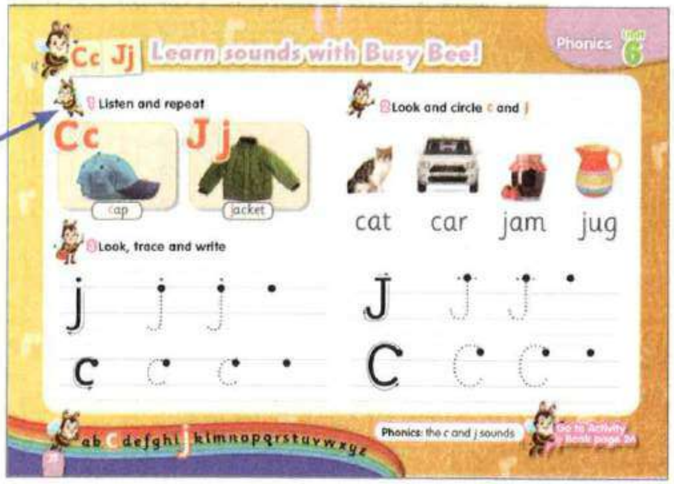
Students learn through a variety of activities, including games and songs. They listen to the song and sing along as much as they can.

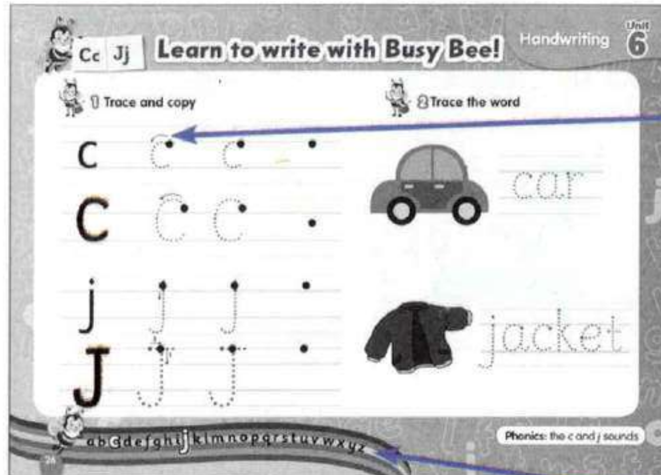
Activity Book exercises can offer a chance to explore new aspects of the lesson materials. For example, here a song is learned in the Student's Book and then students learn about rhyming words in the Activity Book, using a word from the song.

New language is presented in the Student's Book and practiced and consolidated in the Activity Book.

honics and handwriting

tudents listen to
ne lively phonics
hant, which
resents the target
ound. They
sten and repeat
ne sound.

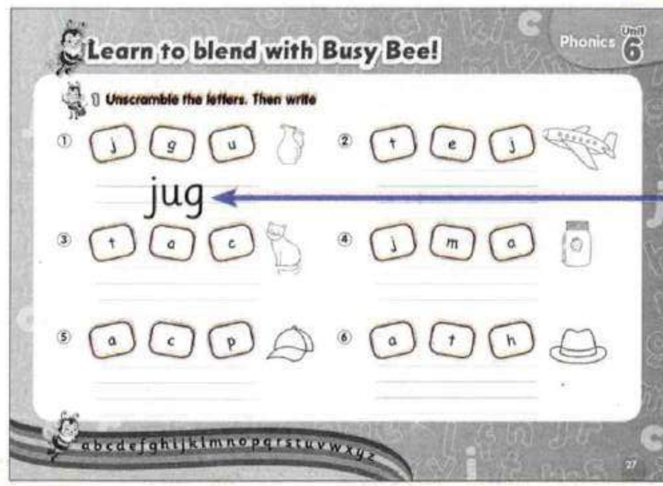




Clear guidance about the formation of each letter is given on the page. Students can then practice tracing the letter in the context of a word.

This feature shows students where the letter they are studying fits into the alphabet.





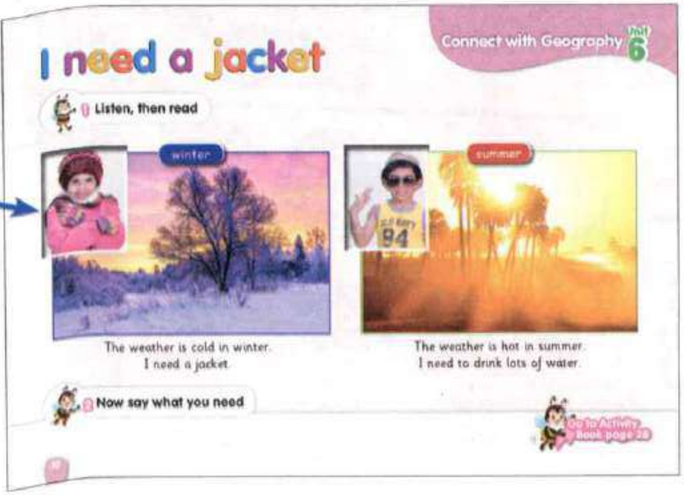
Simple CVC words are introduced and practiced so students become accustomed to blending and sounding out words.

The letter sounds are presented with words that are known or simple and common so that students can link a new concept to familiar words and objects.

Introduction

CLIL

Photographs show scenes that will be familiar to the students and which they can relate to their own lives, and to the multidisciplinary themes.

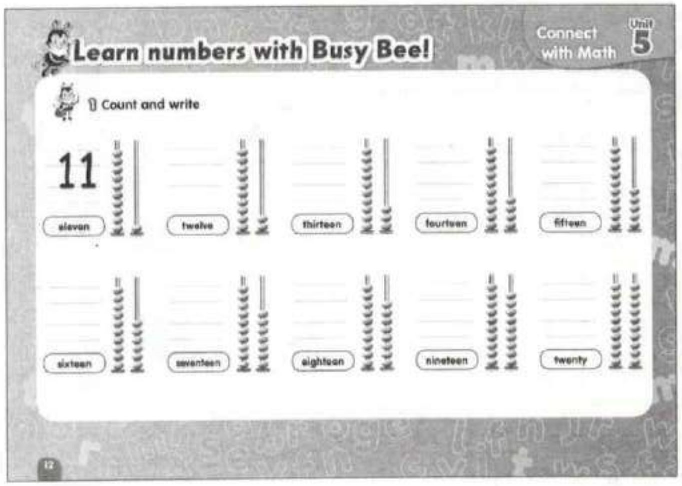




Content and Language Integrated Learning (CLIL) lessons connect topics from other areas of the curriculum, including Math, Science, Social Studies, Art or Music.

This Activity Book exercise gives students the chance to express their own ideas and personalize the topic.





The language in each lesson is clearly presented to teachers and parents in the footer.

ory/Life skills

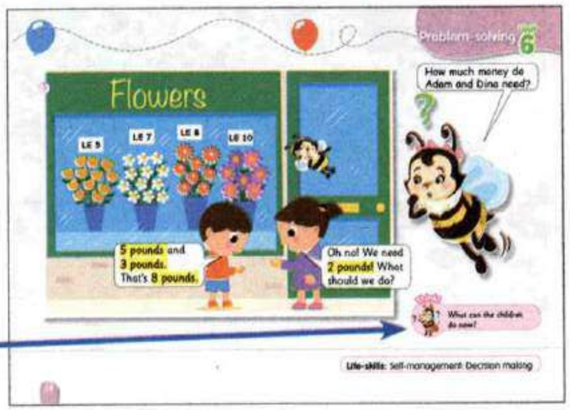
.arge, colorful story
rames show the fun
cenes clearly and help
tudents engage with
he stories.





Unit vocabulary is
highlighted in the
story text for students
to read along with.

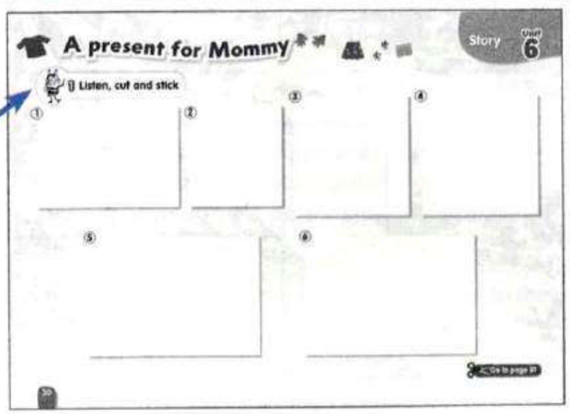
'hink icons featuring Busy
3ee prompt the teacher
o pause the CD and ask
tudents to think about
vhat is happening in the
tory and what might
nappen next. Every story in
he course presents a minor
problem that must be solved
y the characters. At this
point, the teacher can pause
he CD and discuss the
problem with the students.

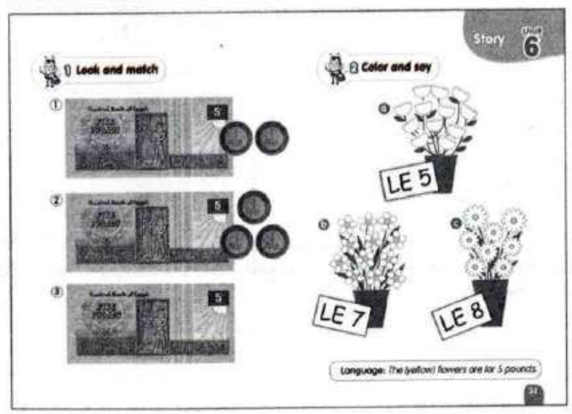




Children at preschool age are
learning lots of new skills.
The moral advice at the end
of each story help students
reach the solution to the
problem with the help of the
wise Busy Bee.
This feature helps students to
focus on these skills, which
are highlighted in the story.

Activity Book exercises
accompanying the stories,
encourage students to think
about the logical order
of a story, to test their
memories of a story and to
examine a moral.





Project

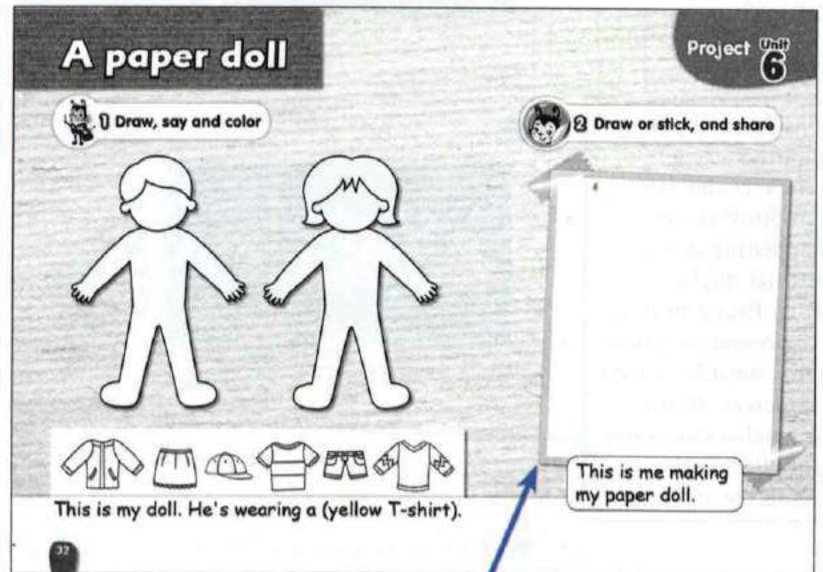
After completing the project, the students show their creation to the class or their group. The presentation includes practice of the target language of the unit.

In this lesson, students do a craft activity which consolidates the language of the unit.

Resources needed for the project are clearly shown on the page. Teachers may use these or whatever available resource they have.

There is a clear step-by-step guide for how to create the project work. Further guidance is given in the Teacher's Guide.





While students work on their projects, the teacher can complete the assessment of the students' progress, according to the color-coded system.

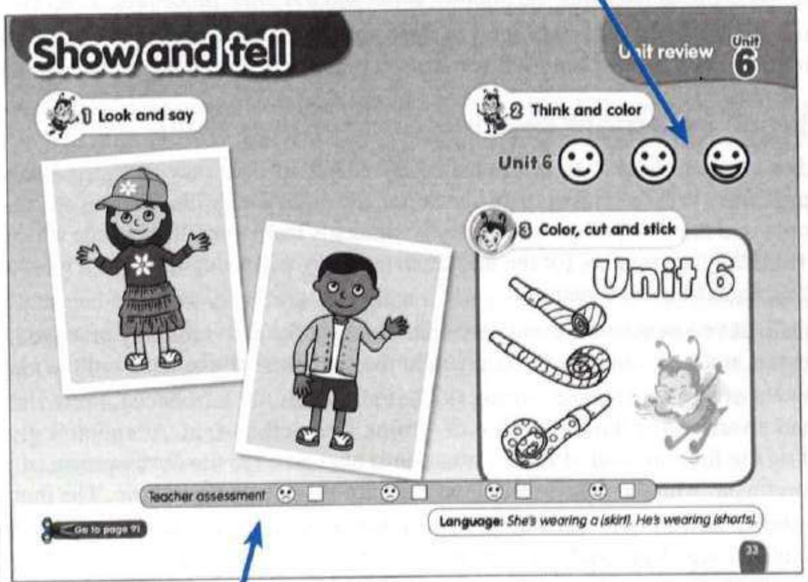
Students can also stick a photo or do a drawing of their completed projects in the Activity Book. This encourages pride in their work.

how and tell

There is also a short self-assessment exercise in the Activity Book. This encourages students to think about their achievements in the unit overall.

For the *Show and tell* activity, students bring objects from home to show the rest of the class and to talk about. The photograph shows what the students need to do.





The final part of the lesson is a self-assessment activity. Students look at each element of the unit: *Vocabulary*, *Life skills*, *Phonics* and the *Project*. If they feel that they have understood the relevant part of the unit, they color the smiley face.

Teacher Assessment

Connect Plus has no formal assessment. This is deliberate so that students focus on enjoying English and can learn without the pressure of tests.

At the end of each unit in the Activity Book, there is a Teacher assessment which allows you to keep track of your students' progress. This should be used to inform how you structure your lessons. Look out for problem areas which students need to practice more. You can then make sure that you revise this language in future lessons.

To complete the assessment, collect the books at the end of the lesson. Look at the students' own assessment of their progress in the *Look and color* activity in the Student's Book. Check that you agree with their own assessment and then allocate your own mark on their progress in the Activity Book.

For your own records, give students a grading for each skill. The grades given should be collected and registered. Then, for each student, tick the correct face in the Student's Book to represent their general progress in all the skills. The teacher should color the box according to the color-coding system provided by the Ministry of Education.

Make sure that students know that a tick next to a red or yellow face is not a failure, but is just a sign that they need to revise the language in this unit.

Introduction

How to teach phonics

The course supports children's phonemic awareness development through *Learn sounds with Busy Bee* in each unit, with additional emergent writing skills in the Activity Book. This lesson focuses on a key sound for each letter of the alphabet using familiar vocabulary from the unit.

Each letter sound is presented using the phonics cards and the same procedure. Teachers show the phonics card and elicit the word, e.g they use the *h/hello* card to elicit the word *hello*.

A chant reinforces the correct pronunciation of the sound in the selected words with the help of Busy Bee. There is further help to consolidate the children's ability to recognize familiar sounds and to differentiate them from others. With continued practice, children begin to grasp the alphabetic principle and combine their knowledge of print and sound.

How to teach emergent reading and writing skills

This course has been carefully designed to help scaffold both pre-literacy and early literacy skills in the developing child. This course follows a balanced approach to teaching emergent reading. Students come across simple reading texts which include sight words like the, an, etc. and other familiar words. They are expected to memorize these words as a whole, rather than breaking down the words into their individual letter sounds. Students learn the letter sounds which form words. They learn to blend and order these letter sounds to form words. When students are able to decode a word they are reading for the first time, and they will recognize it as a word they have heard before. Gradually they are able to build up their reading skills and after much practice, reading becomes almost second-nature.

Students are taught two new letter sounds per unit. Through the activities they practice identifying and saying the letter sound, and identifying words with that initial, middle or last sound. By the end of the course, students would have been taught the sounds of all the letters of the alphabet, and how to recognize them at the beginning of words.

The development of age-appropriate writing skills is also carefully introduced. Pre-writing activities such as drawing patterns, tracing or matching lines between objects are provided, which give experience and awareness of the importance of writing from left to right. Attention is given to the correct seated position for writing. Students should sit straight upright facing their desk with their feet flat on the floor in front of them. Attention is also given to the development of fine motor skills such as holding a pencil or crayon correctly. They should hold the pencil between their thumb and forefinger, with the pencil resting on the third finger in a tripod grip. The thumb and forefinger should be able to move slightly – make sure students don't grip the pencil too tightly. Students are shown how to write each of the letters they are taught. The teacher should demonstrate, with his/her back to the class, the letter formation in the air first, making the starting point and direction of writing clear. Students copy the letter formation in the air and say the sound at the same time. Then the teacher models the correct letter formation on the board. Students write the letters on a partner's back. Then students trace over letters in the book, first with a finger, and then with a pencil, and then they copy the letters, while the teacher encourages them to take care to follow the directional arrows on the page.

Encourage children to understand how writing, drawing, painting and creating things help us to communicate in our everyday lives. Create a rich literacy environment in your classroom, with reading corners full of storybooks and picture books and with posters and classroom signs decorating the walls.

Using craft in the classroom

Promoting craft in the classroom is an essential part of a child's development. It develops fine motor skills and encourages children to explore their creativity and organizational skills whilst encouraging sharing and collaboration in the classroom.

The projects on this course have been selected for their appropriacy and simplicity in terms of classroom management. The materials required are easy to attain and the tasks are manageable and engaging for children of this age. A clear, step-by-step demonstration is required from the teacher, who should monitor carefully, helping those in need before progressing to the next stage. Craft can also be a springboard for speaking activities, classroom displays, role-plays, songs and stories.

CLIL

CLIL (Content and Language Integrated Learning) allows us to explore more than just the language, taking children to other spheres and areas of learning through the medium of English. On this course the CLIL area is closely related to the theme of the unit and story content in which areas such as Math, Art, Science and Social Studies are covered. The material included is engaging, age-appropriate and opens the door to new areas of learning around a topic.

tal Physical Response (TPR)

is is a method of teaching vocabulary and concepts by using physical movement to react to the teacher's input. It's a process that can boost language learning, it's inclusive, fun and creates a ise of community in the classroom. TPR can be used as an opener for children to 'let off steam' and to signal the start of the class. Simple chants with classroom instructions such as stand up, sit wn, clap your hands and open your books are some of the common instructions which could be used. TPR is also used to react to the content of songs in miming activities and guessing games.

sing the Games Bank

mes are an essential element of effective lessons for this age group. They bring many benefits, including consolidating motor skills, developing cooperative skills, practicing vocabulary and ınds, and adding variety and enjoyment to lessons. There is a suggested game at the end of each lesson, and sometimes at the start of a lesson or for fast finishers as well, and these are clearly erenced in the teaching notes. All the games are explained in the *Games Bank* at the end of the book. The games practice motor skills, vocabulary and letter sounds in an enjoyable and active way. ıny of the games use the vocabulary flash cards, but very few other materials are needed. There are a variety of whole class, group and pairwork games and many can be adapted to suit the dynamic.

aching values

lues education is the teaching of values such as kindness and cooperation, which helps to create good citizens, and it is very important for children of this age. Students are introduced to the as of good citizenship by being exposed to simple values topics set in a classroom context. They are shown common situations in school life, in the context of the story and in the form of otos and a song, and through these they are guided toward behaviors such as tolerance, curiosity, acceptance of diversity and participation.

aching life skills

ildren at pre-school age are learning many new skills. These include a wide variety of essential skills such as sharing, self-management and problem solving. There is a focus on a particular ll in the *Look and learn* section in Lesson 2 of each unit.

aracteristics of young learners

y young children by nature are very inquisitive, active learners. For many it will be their first experience of formal education and as such they need to feel safe and comfortable in their roundings in order to progress. Ensure that your classroom is visually appealing with children's work and posters decorating the walls. If space permits, have reading corners, role-play and ıstruction areas in order to promote pre-reading skills and learning through play and creativity.

ung children are often egocentric and tend to have very short attention spans, which impacts on our choice and the length of activities. Encourage group work and sharing and tailor your ivities so they are short and varied. Children of this age also need lots of positive reinforcement and praise from their teachers, who should be friendly, fair and firm.

chniques for teaching young learners

ildren use imaginative play to help them make sense of the world, so as teachers we should harness this by bringing puppets and toys to the classroom. A class mascot is of great comfort to ldren who are reluctant to leave their family and can be used to greet and calm them in addition to explaining activities and classroom rules. A mystery bag or box with flash cards and objects ide are also valuable tools in the Young Learner's classroom and can be used to introduce new vocabulary and to capture children's attention.

lls, music or a musical instrument such as a small drum help bring those who have strayed from the activity back to the group. Music creates atmosphere and can help calm or activate children ending on the stage of the class. Children of this age learn well through doing, so ensure that all activities are meaning-focused and appropriate to their stage of development.

assroom Management

ablishing routines in the Young Learner classroom is key to having an organized classroom and saves valuable time. Routines create a predictable pattern and once established, children begin to lerstand what is expected of them and how they should act. In this way we facilitate and promote meaningful learning in the classroom. Try to incorporate the following routines in your classroom.

Hello time
Sit on a stool, with the children sitting down, preferably on a mat, gathered around you. Sing or play a *hello* song. Use a class mascot to greet the children and take the register.

Circle time (opener)
Use the same format as above to present or revise new language or to sing a song from the previous lesson. Use a class mascot, flash cards and realia to capture children's attention.

Table time
Color-code tables and ensure that when the children move from one stage of the class to another that they do it group by group and not altogether. Ensure that the tables are uncluttered, with only the materials necessary for the activity to hand.

Story time
Use gestures or simple chants to indicate story time. Whisper to the children as they move to the circle time area. Show children how to tiptoe in order to reduce class noise and to create a magical story atmosphere.

Playtime
This could be a free play stage at the end of the class. It could be theme related (take in a big box of dressing up clothes and hats, plastic food or foam letters and shapes) or the children could play in the different areas you have created in the classroom: the reading corner or construction site, for example. Observe how they play and interact with their classmates.

Tidy up time
Ensure that there is time at the end of the class for the children to tidy up their tables. Make sure they put away their books, crayon pots and put their chairs under the tables. Establishing a set routine for this will enable the children to become more autonomous as the school year progresses.

Goodbye time
Use this opportunity for the children to say goodbye to you and the class mascot in a calm, relaxing manner.

Classroom language
Classroom language needs to be simple, meaningful and repetitive. Children learn quickly, but forget with ease. Select language that children can associate with a certain routine or activity, which is regularly used in class. Accompany the language with mime and gesture until the children successfully internalize the language. Be patient and consistent. Try to incorporate the following language into your English class routines:

Come here, everyone!
Let's sit down!
Let's be quiet!
It's time for a story!
Stand up, please.
Go to your table.
Open your books.
Close your books.
Tidy up, please.
Stand in a line.

I hope you enjoy using this innovative, new course which has been lovingly written and designed to create a memorable and purposeful language-learning experience.





Let's remember

LESSON 1 SB page ii AB pages ii-iii

Objectives: To revise language
To help students to talk about themselves

Vocabulary: *red, blue, green, yellow, pink, orange, brown, black, white; ice-cream, apple, orange, cake, fish, rice; doll, ball, car, robot, train; baby, adult*

Language: *I'm (Ali/eight/in class 4). My favorite (color/food) is (red/ice cream).*

Materials: Student's Book, page ii
Activity Book, pages ii-iii
Digital Toolkit
Flash cards: red, blue, green, yellow, pink, orange, brown, black, white; ice-cream, apple, orange, cake, fish, rice; doll, ball, car, robot, train
A soft ball

Opener

- Welcome children with a smile. Make sure they know where to sit.
- Introduce yourself. Say *Hello, I'm (name).*
- Gesture to a student and say *Hello, what's your name?* Encourage students to answer *I'm (name).*
- Now encourage students to ask the question. Say *Hello, what's your name?* Get students to repeat. Then ask them to ask and answer the question in pairs.
- Play *Mingle* (Games Bank, page 152) to practice the language further. Make the game fun!

Presentation

1 Revise numbers by playing *Catch and say (1)* (Games Bank, page 152) with numbers 1-10.
2 Use calling sticks to choose a student. Ask *How old are you?* and elicit their age *I'm (eight).* Ask different students around the class.
3 Use the flash cards to revise colors *red, blue, green, yellow, pink, orange, brown, black* and *white*. Play *Point to it* (Games Bank, page 153) to practice them further.
4 Ask students *What is your favorite color?* Students answer.
5 Use the flash cards to revise items of food (*ice-cream, apple, orange, cake, fish* and *rice*). Can they tell you which of these are fruits?
6 Play *Catch and say (2)* (Games Bank, page 153) to practice items of food further.
7 Ask students *What is your favorite food?* Students answer.
8 Finally, use the flash cards to revise toys *doll, ball, car, robot* and *train*. Play *Guess the picture* (Games Bank, page 153) to practice them further.



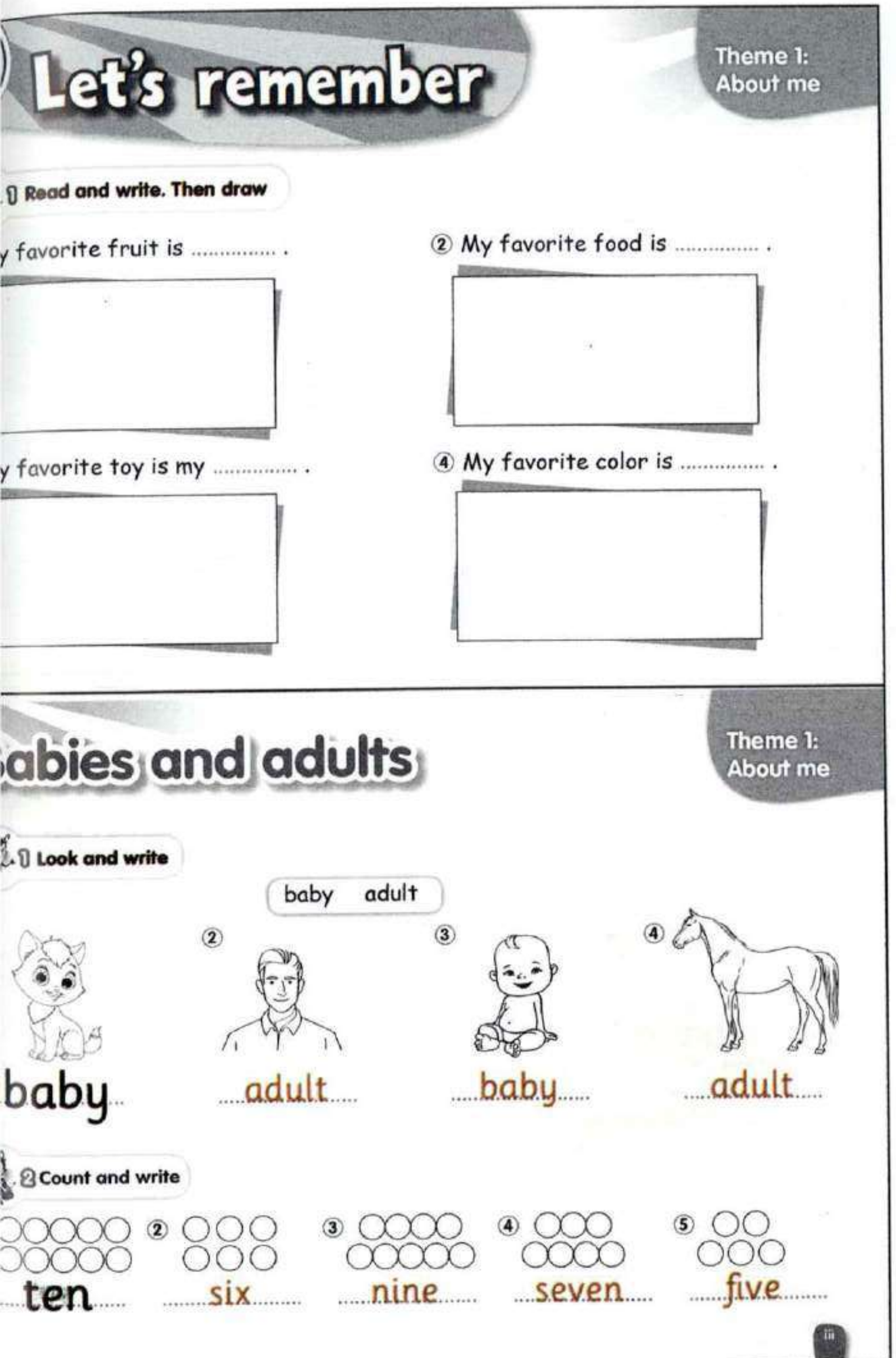
STUDENT'S BOOK page ii

1 Draw your face

1 Help students to find page ii.
2 Ask students to draw their face in the space provided. Go around and monitor, offering support as necessary.
3 Encourage them to talk about their picture. Praise their work.

2 Read and write

1 Help students to read the theme on the page and make sure students are clear about what they have to write.
2 Go around and offer help as necessary. Encourage students to read out what they have written.
3 Praise all good work.



ACTIVITY BOOK page ii

1 Read and write. Then draw

1. Help students to find page ii in the Activity Book.
2. Read the instructions, then the first sentence. Hold up the flash card of an apple and say *My favorite fruit is an apple*. Then draw an apple on the board.
3. Explain that you now want students to do the same. They should complete the sentences and draw a picture of their favorite things.
4. Go around and monitor as they are working, offering help if necessary.
5. Ask students to compare their pictures and answers in pairs.
6. Ask a few students to share their ideas with the class. Praise their good work.

ACTIVITY BOOK page iii

1 Look and write

1. Help students to find page iii in the Activity Book.
2. Point to the words *baby* and *adult* at the top, then read the instructions *Look and write*.
3. Explain that you would like students to decide if each thing in the picture is an adult or a baby. Read the example.
4. Students continue the task in pairs. They then compare their answers with other pairs.
5. Check their answers as a class. Do they all agree?

2 Count and write

1. Ask students to look at the first set of circles. Can they count them? Read the example.
2. Students then complete the task in pairs, writing the correct number under each set.
3. Check their answers as a class. Do they all agree? Praise all good answers.

Fast finishers

- Students can color their pictures.

Consolidation game

- Play *Hello!* (Games Bank, page 153) to practice greetings.

For the next class

- Ask students to bring in small passport photos of themselves, or to draw small pictures of themselves.

LESSON 2

SB page iii AB pages iv-v

Objectives: To identify people of different ages
To read and complete a family tree

Vocabulary: *adult, baby, child, family, family tree, grandparents, old, parents, teenager, young*

Language: *How many people are there in your family?*
I (wash vegetables). Animals (drink water).

Materials: Student's Book, page iii
Activity Book, pages iv and v
Class CD
Digital Toolkit
Flash cards: adult, child, family, baby, grandparents, parents
Glue

Opener

- Play *Color spot* (Games Bank, page 152) to revise colors.
- Play *Tracing numbers* (Games Bank, page 154) to revise numbers 1-10.

Presentation

1 Use the flash cards to revise *adult, baby, child, grandparents, parents* and *family*.
2 Revise everyday actions with a game of *Mime it* (Games Bank, page 153). Mime the following: I drink water, I wash vegetables, I brush my teeth, I water plants.

STUDENT'S BOOK page iii

1 Read and write

1 Help students to find page iii. Ask students to tell you what they can see in the pictures.
2 Now ask students to read the words at the top and to write the correct word under each picture.
3 Ask students to say each word aloud.



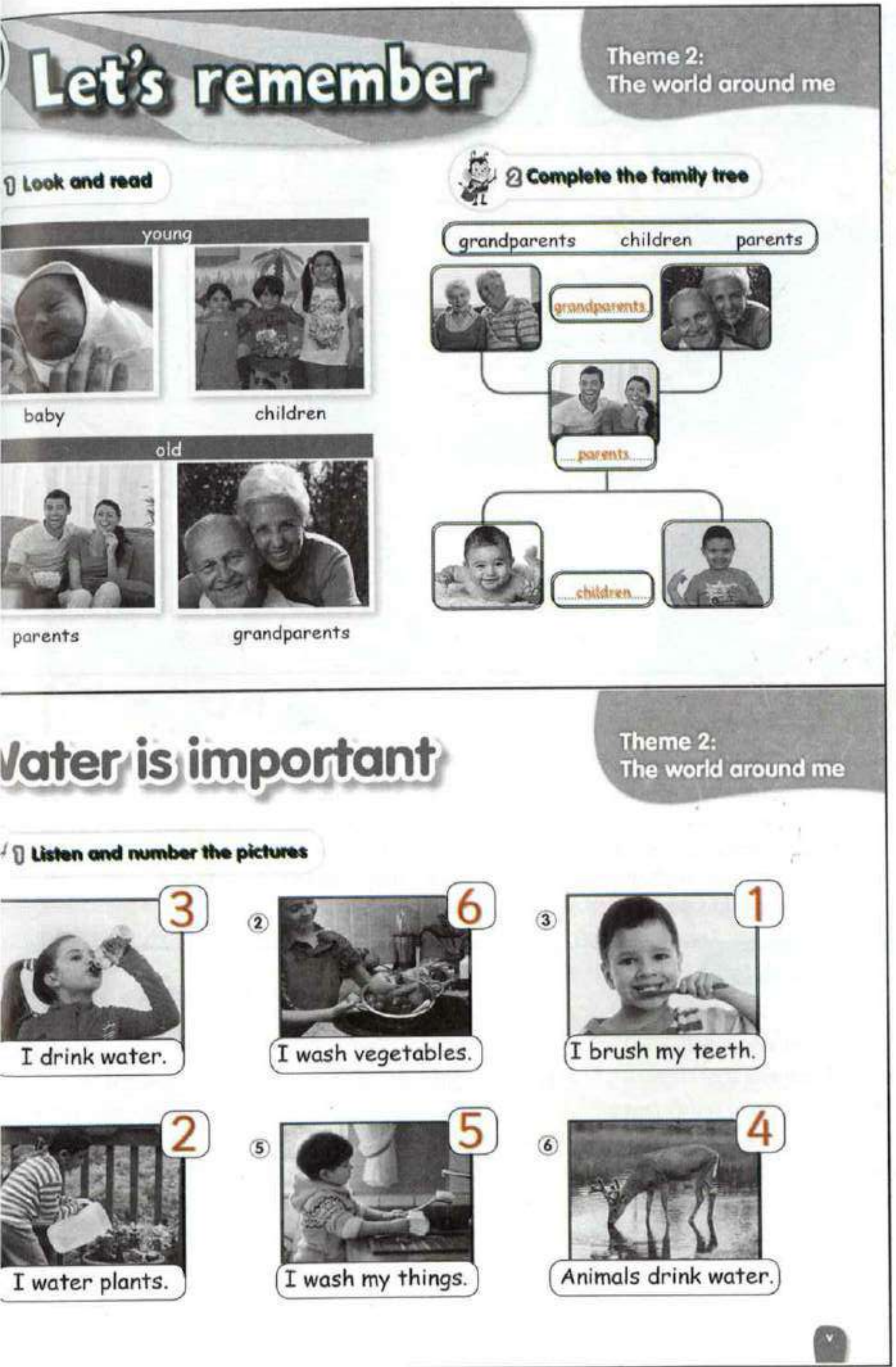
2 Stick your picture. Then match

1 Ask students to stick their photos (or pictures) in the space provided.
2 Ask *Are you a baby? Are you a child? Are you a teenager? Are you an adult?* They should match their picture to the correct word.
3 Encourage them to make a sentence, e.g. *I'm a child.*

ACTIVITY BOOK page iv

1 Look and read

1 Help students to find page iv in the Activity Book.
2 Ask students to read the words under the pictures.
3 Ask *Which people are young?* (baby, children) *Which people are old?* (parents, grandparents).
4 Ask students to say if they are young or old (*I'm young*).



2 Complete the family tree

1 Remind students how important the family is to all of us. Ask *Do you have brother or sister?* If yes, ask *What are their names? Do you love them? Why?* Then read the words in the box. Encourage students to read the words aloud.
2 Point to the pictures below and elicit the words.
3 Ask students to complete the family tree with the correct words. They can do this in pairs.
4 Check their work. Praise all good answers.

ACTIVITY BOOK page v

1 Listen and number the pictures

1 Help students to find page v in the Activity Book.
2 Ask students to say what they can see in the pictures.
3 Explain that students are going to listen to a recording. Students listen and number the pictures in the order they hear them.
4 Play the first sentence. Pause and check that students have numbered the first picture correctly. Play the recording more than once if necessary.
5 Continue in the same way with each sentence.

Audioscript

One
I brush my teeth.
Two
I water plants.
Three
I drink water.
Four
Animals drink water.
Five
I wash my things.
Six
I wash vegetables.

Fast finishers

- Ask students if they can think of another reason why water is important (for example, we wash our faces / it gives rain / we wash clothes).

Consolidation game

- Play a version of *Teacher says (1)* (Games Bank, page 154) with mimes for *I drink water / wash vegetables / brush my teeth / water plants*. Students only mime the action if you say *Teacher says*.

Unit 5

LESSON 1 SB page 2 AB page 2

Objectives: To identify vocabulary for toys in a picture
To color in pictures of toys

Vocabulary: *factory, ball, car, doll, robot, teddy bear, train*

Materials: Student's Book, page 2
Activity Book, page 2
Digital Toolkit
Flash cards: ball, car, doll, robot, teddy bear, train; colors
Unit 5 poster
Optional: real toys: a doll, a teddy bear, a robot, a train, a car, a ball, a balloon, a toy house
Coloring pencils or crayons for each child

Opener

- Play *Point to the card* (Games Bank, page 153) with the color flash cards to review colors.

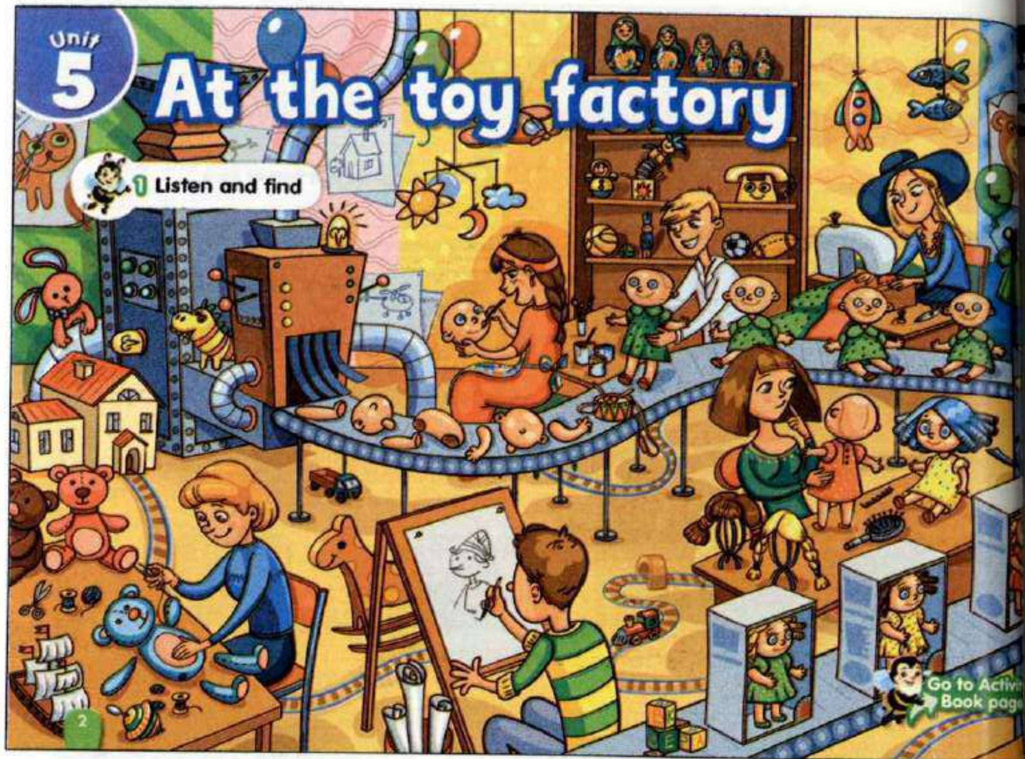
Presentation

1 Present and practice the new words: *ball, car, doll, robot, teddy bear* and *train.*
2 Display real toys if possible. Alternatively use the flash cards. Point to the ball and say *ball.* You could introduce an action, such as pretending to bounce a ball. Students repeat several times chorally and then individually.
3 Repeat the procedure for the other toys.
4 Then point to each item in turn and ask *What is this?* Vary the order you point to the items.
5 You can also practice the new words using the unit poster. Point to items on the poster for students to repeat chorally and individually. Ask individual students to come to the front of the class. Point to an item on the poster and ask *What's this?* Help the student to say the word.
6 Review the colors using the colors poster. Play *Color spot* (Games Bank, page 152).

STUDENT'S BOOK page 2

1 Listen and find

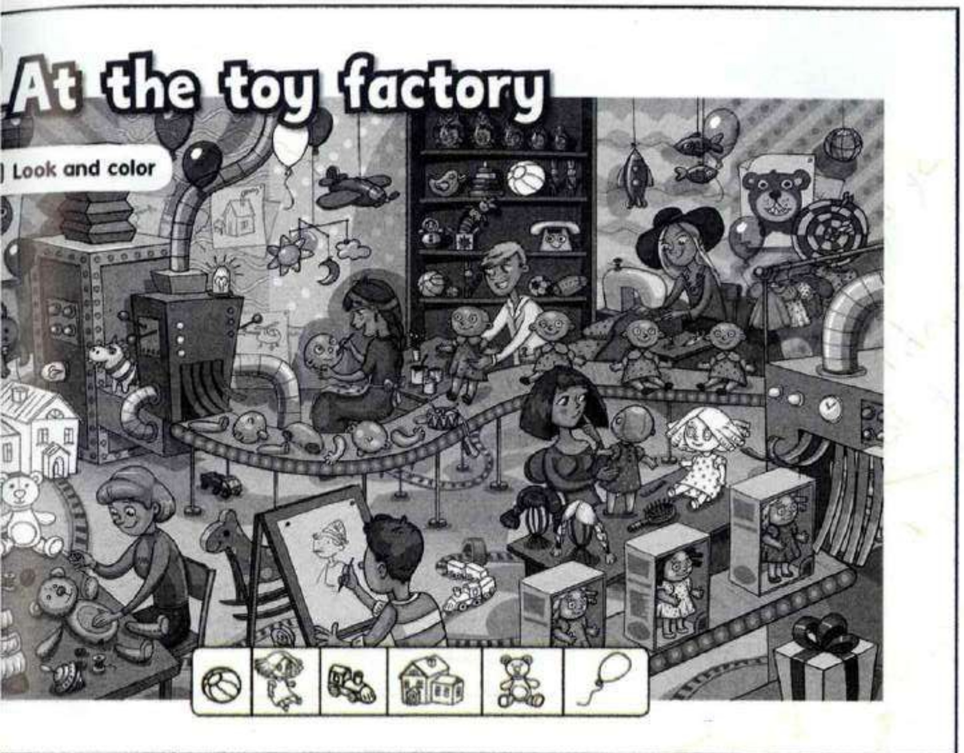
1 Help students to find page 2. Explain that this is a picture of toy factory. Explain that toys are things we enjoy. Ask *Do they make us happy or sad?* Explain that toys are made in a place called a 'toy factory'. Write the word *toy factory* on the board, and ask students to



repeat with a shoulder partner. Ask students *What can you see in the picture?* Encourage students to name the toys (*doll, teddy bear, ball, train*) and to name as many other items as they can in the picture.
2 As a student names an object, ask them *What color is it?* or *How many are there?* Encourage them to say as much as they can about everything they can see in the picture.
3 Praise all correct answers.

Audioscript

Boy: *What can you see?*
Girl: *I can see a doll.*
Boy: *I can see a rocket.*
Girl: *I can see a teddy bear.*
Boy: *I can see a house.*
Girl: *I can see a train.*
Boy: *I can see a balloon.*



CTIVITY BOOK page 2

Look and color

Use pictures or real toys to teach or revise *balloon* and *house*.
Help students to find page 2 in the Activity Book. Use the bottom row of pictures to elicit the toy words *What's this? (ball, doll, train, house, teddy bear, balloon).*
Tell students they are going to find the toys in the main picture.
Point to the ball. Say *ball*. Ask students to repeat.
Say *Where's the ball*? Encourage students to point to the ball on the shelf in the main picture.
Say *Color the ball*. Encourage students to color the ball in the picture and in the bottom row with the same color.
Repeat steps 4-6 for each of the other toys in the bottom row.
Circulate, asking students to point to their finished pictures and say the words *doll, train, house, teddy bear, balloon*.
Encourage them to give more details about the toys if they are able *It's a (balloon). It's (red).*

Fast finishers

- Students can work in pairs to show their pictures to their partner.
- Students can draw and color a picture of a doll, teddy bear, robot, balloon, car, house, train or ball. You can make these into a classroom display and use it to practice the toys vocabulary.

Consolidation game

- Play *Memory* (Games Bank, page 153). You need a doll, a teddy bear, a robot, a train, a car and a ball. Alternatively, use flash cards. Place three of the toys on a table and give the students a short time to look at them (hide the other toys in a box or drawer or behind you). Cover the items with a cloth, and ask the students to remember the items they saw.

Unit 5

LESSON 2 SB page 3 AB page 3

Objectives: To use vocabulary for toys
To match pictures of toys with word labels
To trace the words for toys

Vocabulary: *ball, car, doll, robot, teddy bear, train*

Materials: Student's Book, page 3
Activity Book, page 3
Class CD
Digital Toolkit
Flash cards: ball, car, doll, robot, teddy bear, train; colors
Unit 5 poster
A pencil for each student
Real toys (e.g. *ball, balloon, car, doll, house, robot, teddy bear, train*), a cloth

Opener

- Revise colors with the class using the flash cards.
- Play *Color spot* (Games Bank, page 152).

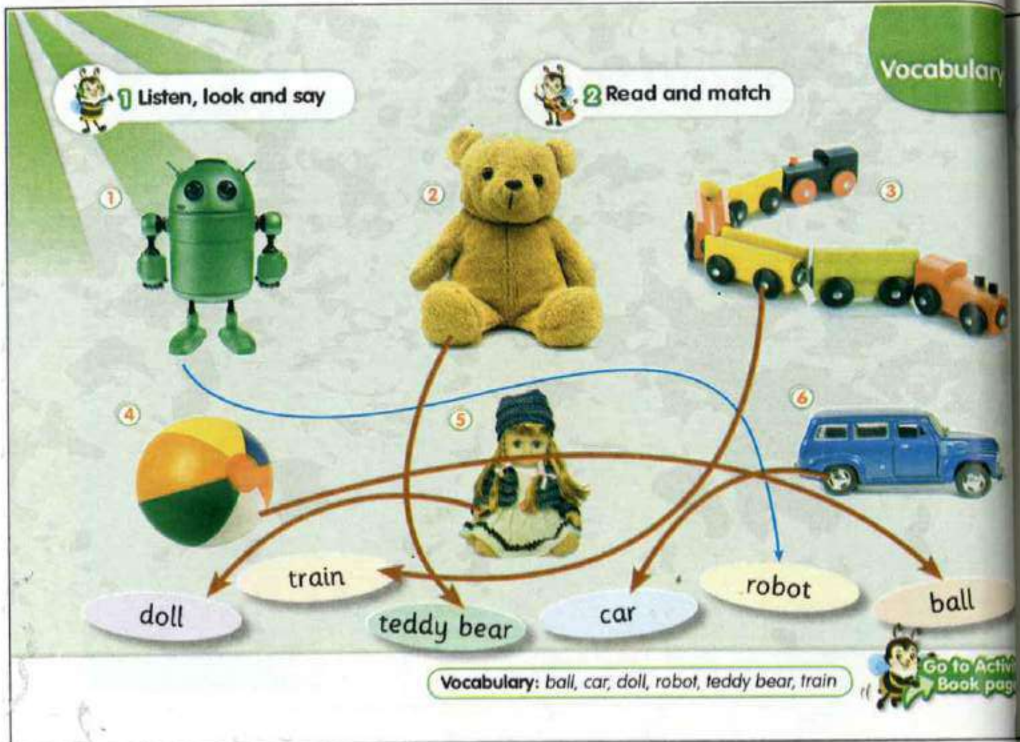
STUDENT'S BOOK page 3

1 Listen, look and say

1 Help students to find page 3. Use the pictures provided to elicit the toy words *What's this?* (*robot, teddy bear, train, ball, doll, car*).
2 Then say *Now listen, look and say.* Play the CD, pausing after each word for students to repeat as they point to the pictures.

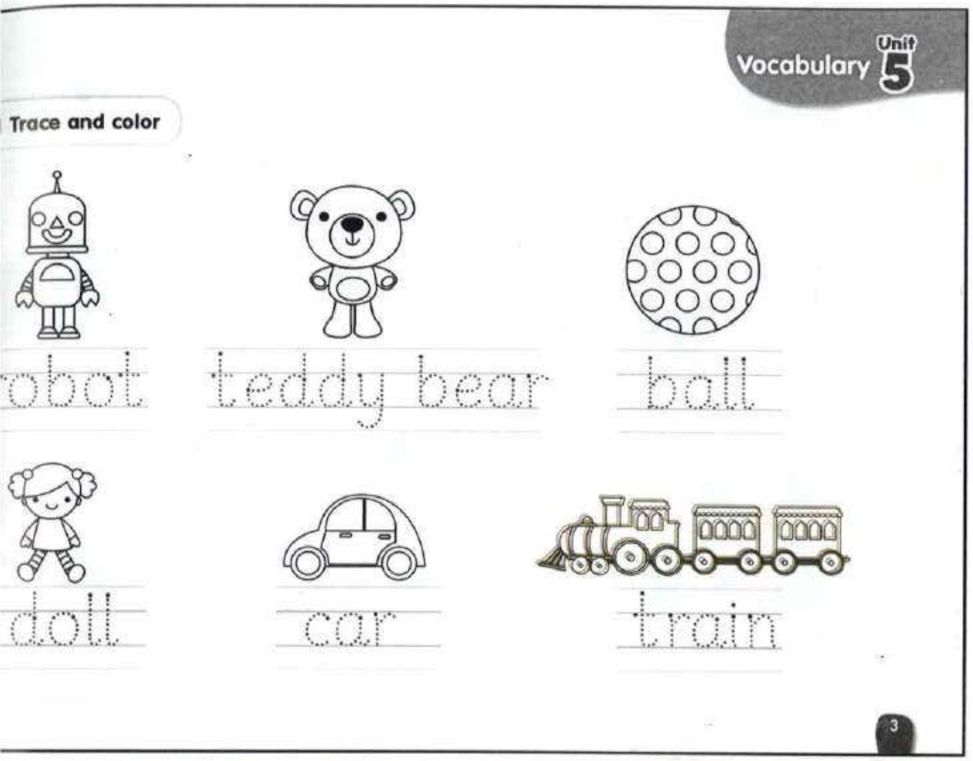
Audioscript

1 robot 2 teddy bear 3 train 4 ball 5 doll 6 car



2 Read and match

1 Focus attention on the word labels at the bottom of the page. Point to each one in turn and elicit the word.
2 Tell students they are going to match the pictures with the words: *Let's match the toys and the words.*
3 Demonstrate by pointing at the robot. Say *robot*. Then point to the word *robot*. Repeat *robot*. Demonstrate how to draw a line that matches the picture of the robot with the word label *robot*.
4 Students draw a line from the picture of the robot to the word label *robot*, first with a finger, then with a pencil.
5 They continue for the other pictures, drawing matching lines from the pictures to their corresponding word labels.
6 Go around the classroom, asking students to point to the word labels and say the words *robot, teddy bear, train, ball, doll, car*. Encourage them to give more details about the toys if they are able. For example, *It's a (robot). It's (green).*



Fast finishers

- Students can show their pictures to a partner, talking about the colors that they have used.

Consolidation game

- Invite students to sit in a circle. Wrap a toy in a cloth and pass it around the circle, allowing students to feel what is inside the cloth. Once everyone has had a turn, ask *What is it?* Elicit the word. Unwrap the toy and say *Let's play with my (car)!* Repeat the activity with other toys.

CTIVITY BOOK page 3

Trace and color

Help students to find page 3. Point to the robot and ask *What is it?* Elicit *robot.*
Tell students that they are going to trace the word under the picture. Remind them that they should start each letter at the starting dot as shown.
Demonstrate how to write the word on the board, using writing guidelines. Encourage students to trace the word in their books, using their finger first, and then a pencil.
Continue for each of the toys on the page.
Then ask students to color each picture carefully.
Go around the classroom, asking students to point to the words and say what they are. Encourage them to talk about the colors they have used, too.

LESSON 3 SB page 4 AB page 4

Objectives: To talk about materials
To talk about what different toys are made of
To write words for materials

Vocabulary: *paper, plastic, metal, wood*

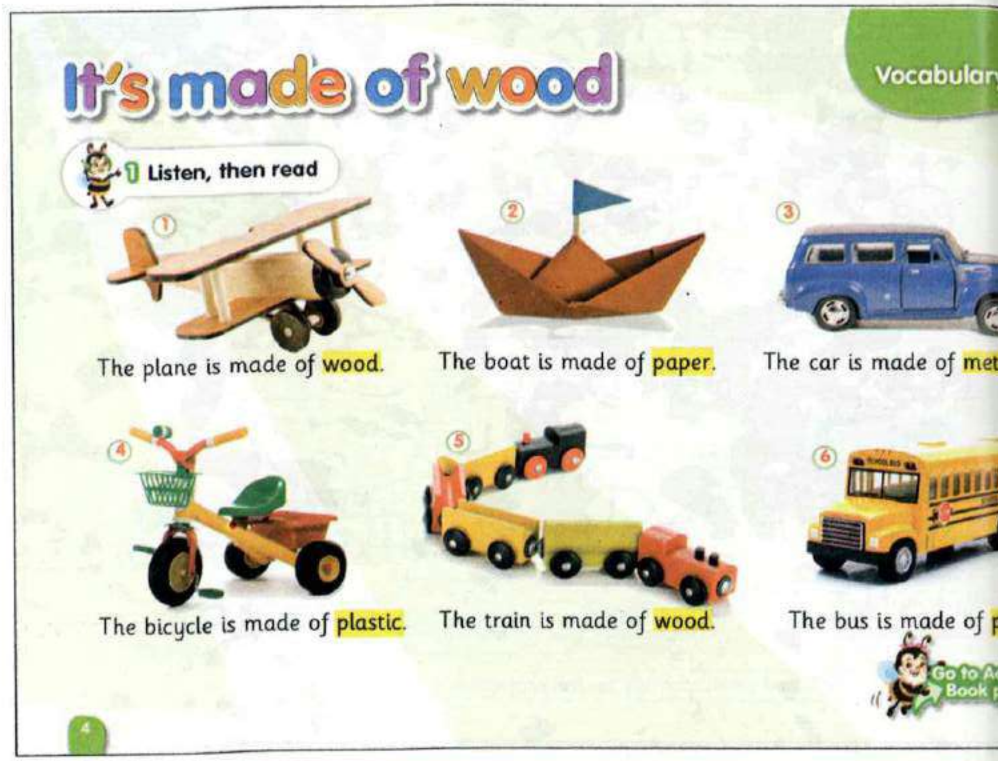
Materials: Student's Book, page 4
Activity Book, page 4
Class CD
Digital Toolkit
Flash cards: ball, car, doll, robot, teddy bear, train
A selection of items made of paper, wood, metal and plastic

Opener

- Revise the vocabulary for toys with the class using the flash cards.

Presentation

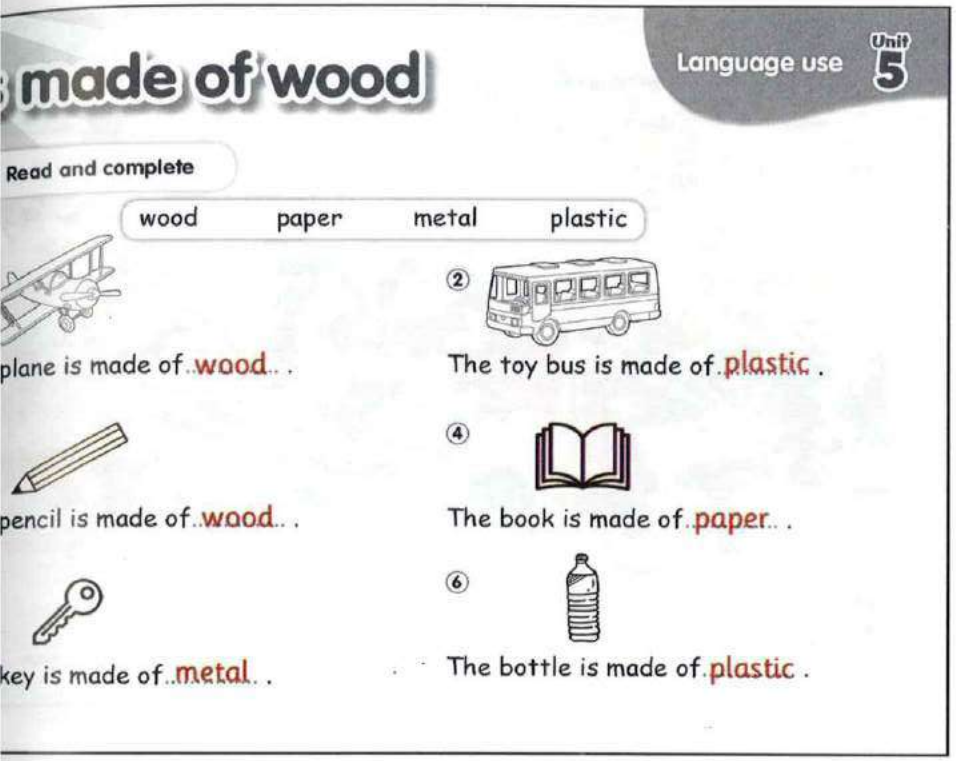
1. Use a selection of items made of the different materials to present and practice the new words: *paper, plastic, metal* and *wood*.
2. Point to an item made of paper and say *paper*. Students repeat several times chorally and then individually.
3. Repeat the procedure for the other materials.
4. Then point to each item in turn and ask *What is this?* Vary the order you point to the items.
5. Say *paper* and ask students to find and hold up something made of paper (e.g. *a book*). Repeat with the other materials.
6. Hold up a pen and say *The pen is made of plastic*. Hold up a pencil and say *The pencil is made of wood*. Repeat with other classroom items. When students understand, ask them to repeat after you.
7. Finally, hold up classroom items made of paper, plastic, metal and wood, one at a time. Help them to form correct sentences, such as *The (sharpener) is made of (metal)*.



STUDENT'S BOOK page 4

1 Listen, then read

1. Help students to find page 4. Use the pictures to elicit the toy words: *What's this? (plane, boat, car, bicycle, train, bus).*
2. Then say *Now listen*. Play the CD, pausing after each sentence for students to repeat as they point to the pictures.
3. Point to the first picture. Say *Now, let's read*.
4. Point to each word in the sentence as you read with the class. Repeat this for all the sentences on the page.
5. Ask students to work with their shoulder partner to practice reading the sentences to each other. Circulate and encourage students as they work.



…made of wood

Language use Unit 5

Read and complete

wood paper metal plastic

…plane is made of wood .

② The toy bus is made of plastic .

…pencil is made of wood .

④ The book is made of paper .

…key is made of metal .

⑥ The bottle is made of plastic .

…udioscript

…ne
…e plane is made of wood.

…o
…e boat is made of paper.

…ree
…e car is made of metal.

…ur
…e bicycle is made of plastic.

…ve
…e train is made of wood.

…e bus is made of plastic.

ACTIVITY BOOK page 4

1 Read and complete

1 Help students to find page 4 in the Activity Book.
2 Point at the word pool. Read *wood, paper, metal, plastic*. Encourage students to repeat.
3 Tell students that they are going to complete the sentences.
4 Point to the plane and ask *What is it?* Elicit *plane*. Continue for each of the items on the page.
5 Ask students to read each sentence and choose the best word to complete the sentence. Complete question 1 with the class as an example.
6 Circulate, asking students to read their sentences to you. Praise all good work.

Fast finishers

- Students can color the pictures of the items in the Activity Book, page 4.

Consolidation game

- Play a version of *Show me* (Games Bank, page 153). You call out one of the materials and students should find items made of it in the classroom and point to them or hold them up.

Unit 5

LESSON 4 SB page 5 AB page 5

Objectives: To talk about what different toys are made of in singular and plural form
To reinforce the importance of sharing in and out of the classroom
To sing a song about sharing

Vocabulary: *balls, cars, dolls, fabric*

Language: *Let's share! Let's share the (balls).*
My doll is made of fabric. My balls are made of plastic.

Materials: Student's Book, page 5
Activity Book, page 5
Class CD
Digital Toolkit
Flash cards: ball, car, doll, robot, teddy bear, train
Optional: a piece of fabric, pictures of toy cars, balls and dolls – one of each per child
Coloring pencils or crayons for each child

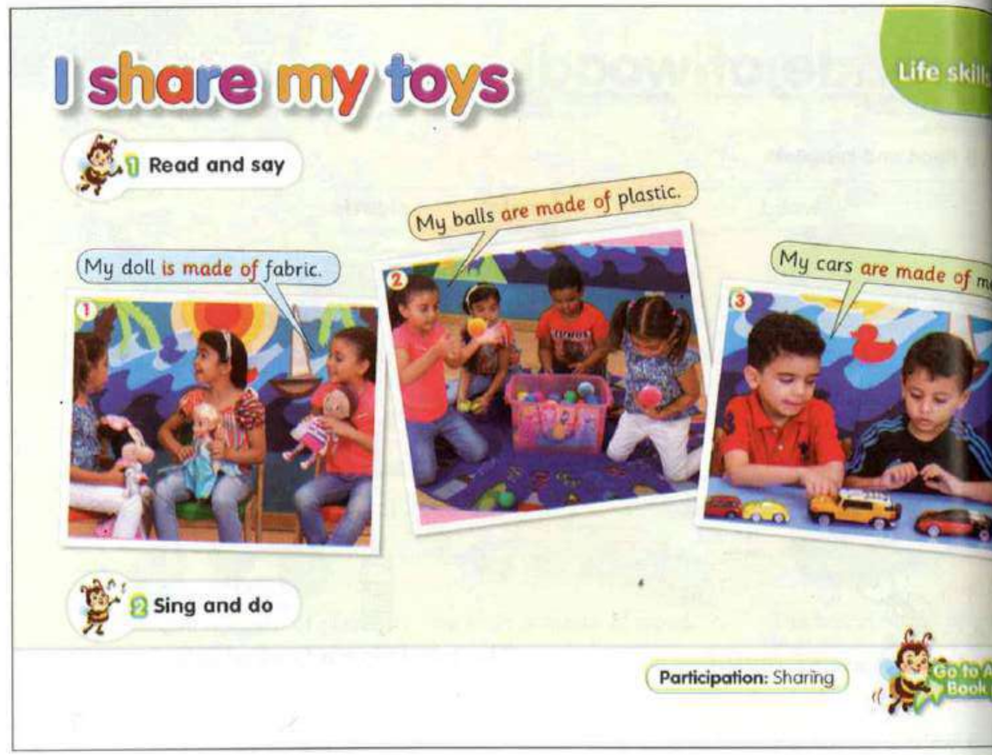
Opener

- Play *What's missing?* (Games Bank, page 154) with the toy flash cards.
- Use a piece of cloth or your own clothing to present the word *fabric*.
- Play *Teacher says* (Games Bank, page 154) asking students to touch something made of any of the known materials: paper, plastic, metal, fabric, wood.

STUDENT'S BOOK page 5

1 Read and say

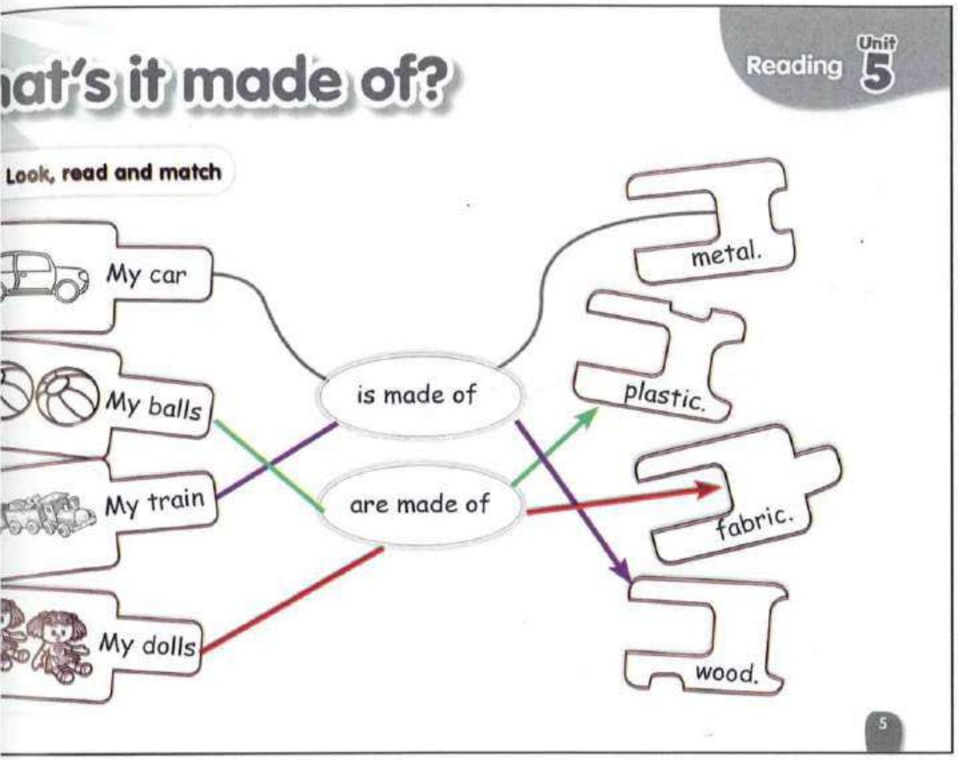
1 Help students to find page 5. Focus attention on the photos. Introduce the word *share*. Give a student a pen, for example, and say *I share my pen with (Arwa)*. Explain that when you give something or take from someone, you "share" it with them. Say *Look, these children are sharing their toys and playing together. Do you share your toys?* Discuss sharing with the class. Can the students think of examples of when they have shared their possessions with others? Is it good to share? Why?
2 Point to the left photo. Ask *What toys are these?* Elicit *dolls*. Repeat with the other photos (*balls, cars*).
3 Say *Now, let's read.*
4 Point to picture 1. Ask students to point to the girl who is speaking. Ask *What is her doll made of?* Read the speech bubble with the class.



5 Point to picture 2. Ask students to point to the girl who is speaking. Ask *What are her balls made of?* Read the speech bubble with the class.
6 Point to picture 3. Ask students to point to the boy who is speaking. Ask *What are his cars made of?* Read the speech bubble with the class.

2 Sing and do

1 Play the song on the CD. Students listen and point to each picture as they hear the corresponding word.
2 Give each pair pictures of two toy cars, two balls and two dolls, if possible. As they listen to the song a second time, encourage students to work with their partner to share out the items between them. Alternatively, choose three pairs to come to the front of the class and perform the activity, one pair per verse.
3 Gradually, students then sing along with the song, doing the mime for sharing and pointing to the corresponding toy flash cards as they sing.
4 When students are able, play the version of the song without words. Students sing as much as they can and do any corresponding actions.



Audioscript

et's share!
et's share the dolls.
ne for you …
d one for me!

et's share!
et's share the balls.
ne for you …
d one for me!

et's share!
et's share the cars.
ne for you …
d one for me!

ACTIVITY BOOK page 5

1 Look, read and match

1. Help students to find page 5 in the Activity Book. Point to the pictures on the left and ask students to identify the toys.
2. Look at the first picture on the page and elicit the words *My car*.
3. Encourage students to follow the line with their fingers to the next part of the sentence. Read it together with the class *is made of*.
4. Continue following the line and ask students to read the final part of the sentence (metal).
5. Hold your book up, point to each part of the sentence and read the whole sentence again.
6. Point to the second picture. Say *What are balls made of?* Elicit *plastic* and encourage students to draw lines to connect the three parts of the sentence. Remind students that they need the middle part of the sentence for every answer.
7. Ask students to complete sentences 3 and 4 individually and to check their answers with their shoulder partner.

Fast finishers

- Students can color the pictures of the items in the Activity Book, page 5. Praise their work and motivate others to share.

Consolidation game

- Play a version of *Show me* (Games Bank, page 153). You call out one of the known materials and students should find items made of it in the classroom and point to them, or hold them up.

LESSON 5 SB page 6 AB page 6

Objectives: To talk about what different items are made of
To talk about singular and plural items

Vocabulary: *cup, boat, chair, bin; fabric, glass, metal, paper, plastic, wood*

Language: *My chair is made of wood. My boats are made of plastic.*

Materials: Student's Book, page 6
Activity Book, page 6
Digital Toolkit
Optional: items made from fabric, glass, metal, paper, plastic and wood
Coloring pencils or crayons for each child

Opener

- Play *Teacher says* (Games Bank, page 154) asking students to touch something made of any of the known materials: paper, plastic, metal, fabric, wood.
- Use a glass marble, a glass cup or a window to present the word glass.
- If you have a selection of items made from the different materials, present these to the students and put them all on a desk at the front of the room. Use calling sticks to select students to come to the front and put the items into groups according to what they are made of. Each student should move just 1 item. Continue choosing students until all items have been sorted.
- Check the groupings with the students. Praise all correct sorting and help correct any mistakes.

STUDENT'S BOOK page 6

1 Read and circle

1 Help students to find page 6. Focus attention on the photos. Ask *What are these? What are they made of?* Elicit *cups (glass, plastic), chairs (plastic, wood), boats (paper, plastic), bins (metal, plastic).*
2 Point to 1. Say *Let's read.* Read the sentence with the class.
3 Ask students to point to the cups in the sentence. Check that they are all pointing at the glass cups. Ask students to circle the glass cups.



4 Ask *How many glass cups are there?* Elicit *two*. Say *Two cups. My cups are made of glass.* Remind students that cups has an *s* at the end because there are more than one. Point out that the verb for plural is *are made of.*
5 Point to picture 2. Say *Let's read.* Read the sentence with the class.
6 Ask students to point to the chair in the sentence. Ask students to circle the chair made of wood.
7 Ask *How many wooden chairs are there?* Elicit *one*. Say *One chair. My chair is made of wood.* Remind students that chair has no *s* at the end because there is only one. Point out that the verb for one item is: *is made of.*
8 Ask students to work with their partners to read the last two sentences and circle the correct pictures.
9 Circulate the classroom as students work and help as necessary.
10 Ask some confident students to read the last two sentences out to the class.

Writing Unit 5

ıare my toys

Draw your toy. Then write

.... is made of ....

CTIVITY BOOK page 6

Draw your toy. Then write

Help students to find page 6 in the Activity Book. Point to the space and explain that students should draw one of their toys and need to complete the sentence about the toy underneath the picture.
Read the gapped sentence to the class. Suggest possible ways that this sentence could be completed: *My doll is made of fabric. My train is made of wood. My ball is made of plastic.*
Ask students to draw pictures of their toys. They should draw and color carefully. They can then complete the sentences.
Go around the classroom as students work. Encourage them to talk about their pictures. What are their favorite toys? What color are they? Are they big or small?
Help students to write the names of their toys. It is possible that they want to write about toys that they don't know the names of in English, so help them to say and spell the new words. Use a dictionary as necessary – it is a good model for students to see teachers using reference books to find accurate information.

Fast finishers

- In pairs, students turn to their partner and present their favorite toy to them. They should read the sentence they have written.
- Confident students can be invited to the front of the class to present their work to everyone.

Class activity (optional)

- In pairs, students turn to their partner, smile and say *Let's share*. They share toys and play with them together.

Consolidation game

- Play *Word whispers* (Games Bank, page 154) with the toy flash cards.

LESSON 6 SB page 7 AB page 7

Objectives: To practice talking about pushing and pulling forces

Vocabulary: *pull, push*

Materials: Student's Book, page 7
Activity Book, page 7
Digital Toolkit
Flash cards: ball, car, doll, robot, teddy bear, train
Coloring pencils or crayons for each child

Opener

- Play *Show me* (Games Bank, page 153) asking students to touch something made of any of the known materials: glass, paper, plastic, metal, fabric, wood.

Presentation

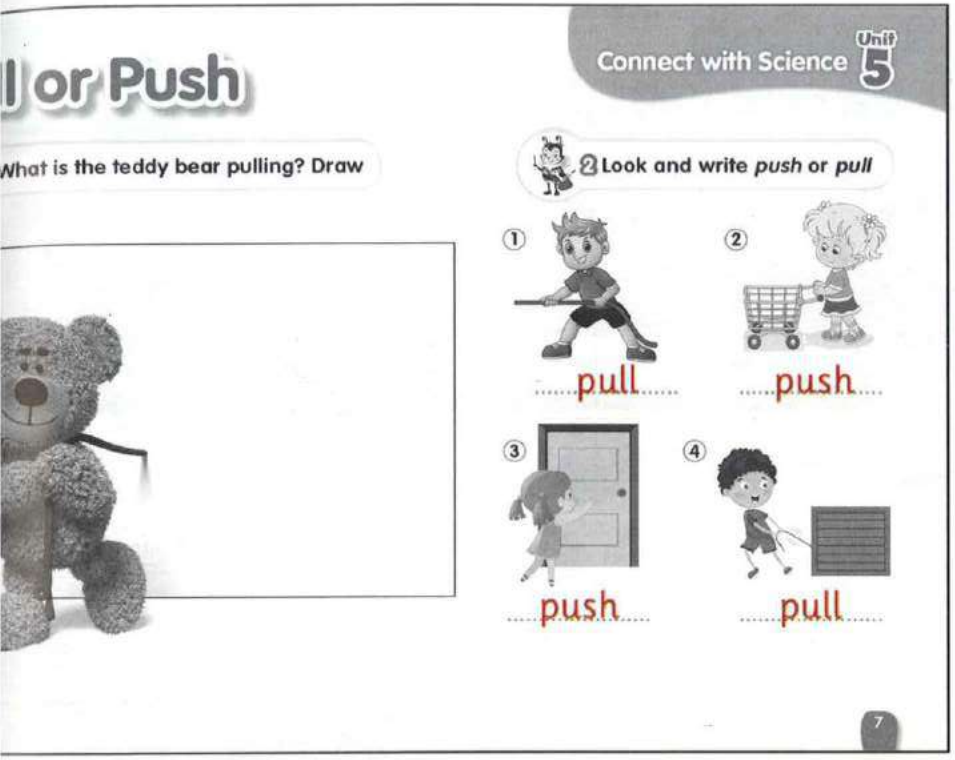
1 Use the door to mime pulling. Say *pull*. Encourage students to repeat several times.
2 Use the door to mime pushing. Say *push*. Encourage students to repeat several times.
3 Say *What's this?* and mime pushing and pulling, while eliciting the words, gradually swapping between the different actions faster so that students become confident with the new words.
4 Now write the words *pull* and *push* on the board with a simple drawing next to each one. Use calling sticks to get students to point to the words and say them. Students can also work in pairs to say the words to each other.

STUDENT'S BOOK page 7

1 Read, circle and say

1 Help students to find page 7. Focus attention on the picture at the top. Point to the left and say *pull*. Point to the right and say *push*.
2 Explain that students need to look at the pictures and decide if they see someone pulling or pushing. They should circle the correct word.
3 Point to picture 1. Ask *Is this pull or push?* Elicit *pull*. Ask students to circle the correct word. Remind them to refer to the picture and words at the top to help.
4 Ask students to complete the rest of the exercise individually.
5 When they finish, they should check their work with their partners.
6 Circulate the classroom as students work, and help as necessary.




l or Push

Connect with Science Unit 5

Vhat is the teddy bear pulling? Draw

2 Look and write *push* or *pull*

1 pull 2 push

3 push 4 pull

7

CTIVITY BOOK page 7

Vhat is the teddy bear pulling? Draw

Help students to find page 7 in the Activity Book. Point to the picture and ask *What is it?* Elicit that it is a teddy bear. He is pulling something. Discuss with the class what they think he s pulling. Accept all reasonable answers and help students to express their ideas in English. Ask students to complete the picture by drawing what they think the teddy bear is pulling. They should draw and color carefully.
Go around the classroom as students work. Encourage them to talk about their pictures.

.ook and write *push* or *pull*

Hold up the Activity Book and point to Exercise 2.
Point to number 1 (the boy pulling the rope). Mime pulling and say *pull*.
Encourage students to repeat.
Say *Write pull*. Students write *pull*.
Repeat for the rest of the exercise.
Go around the class. Make sure students understand the difference between *pull* and *push*.

Fast finishers

- In pairs, students turn to their partner and mime push or pull to them.
- Confident students can be invited to the front of the class to mime both to everyone.
- Praise their work and motivate others to share.

Consolidation game

- Play *What's missing?* (Games Bank, page 154) with the toy flash cards.

Unit 5

LESSON 7 SB page 8 AB page 8

Objectives: To learn more about rolling and sliding movements

Vocabulary: *roll, slide*

Materials: Student's Book, page 8
Activity Book, page 8
Digital Toolkit
A ball, a doll, a pencil, a car, a paper clip, a box
Coloring pencils or crayons for each child

Opener

- Ask students to place their pencil cases or pencils on the desk in front of them.
- Say *Listen and do.*
- Say *push*. Encourage students to push their pencil case/pencil away from them.
- Say *pull*. Encourage students to pull their pencil case/pencil towards them.
- Repeat, switching between *push* and *pull* more quickly, until the class is confident.

Presentation

1 Hold up a ball. Ask *What is it?* Elicit *ball*.
2 Roll the ball gently across a desk. Say *roll*. Encourage students to repeat.
3 Hold up a doll. Ask *What is it?* Elicit *doll*.
4 Push the doll gently across a desk. Say *slide*. Encourage students to repeat.
5 Roll the ball and push the doll across the desk at the same time. Ask students what the difference is between the two ways of moving. Elicit that when the ball rolls, it goes round and round while it goes forward. When the doll slides, it only goes forward. It does not go round.

STUDENT'S BOOK page 8

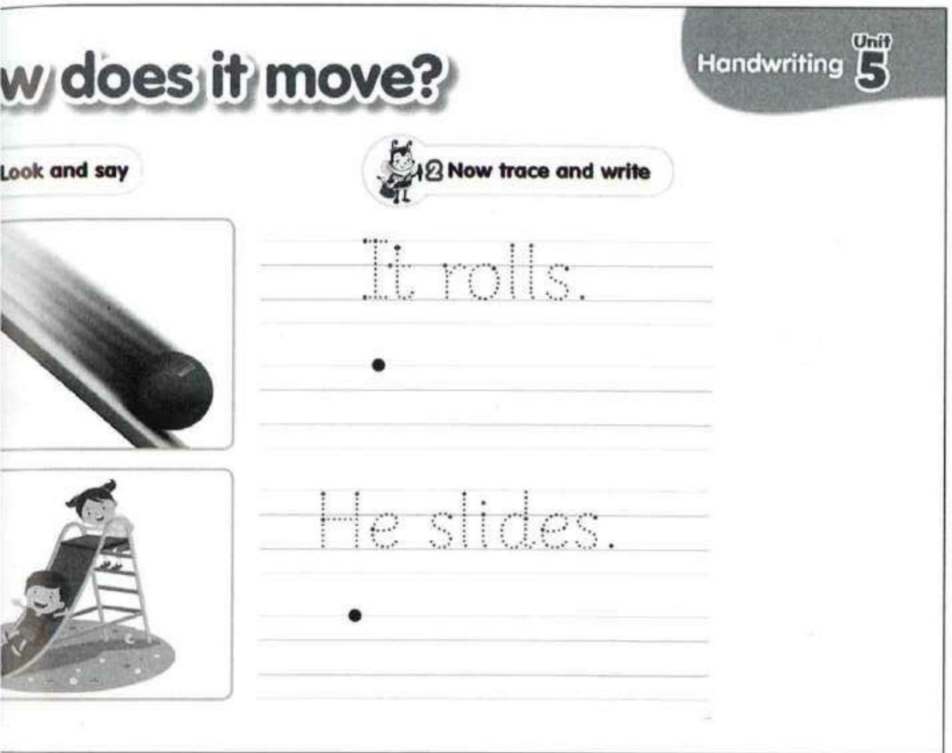
1 Look and read

1 Help students to find page 8. Focus attention on the pictures at the top. Point to the left and say *roll*. Point to the right and say *slide*. Ask students to repeat the words.



2 Read and circle the correct answer

1 Point to the photos in Exercise 2. Ask *What are they?* and elicit the items (*ball, pencil, car, paper clip, box*).
2 Explain that students should think about what will happen to each object when it is pushed across a desk. You will then test it.
3 Point to the ball. Ask *Does the ball roll or slide? Hands up for rolls* (pause to count the hands). *Hands up for slides* (pause to count the hands).
4 Choose a student to come to the front of the class and gently push the ball across a desk. Ask *Does the ball roll or slide?* Elicit that it rolls.
5 Ask students to circle *rolls* in the first sentence.
6 Repeat steps 3-5 for the other objects. Explain to students that some objects can both slide and roll like a car and a pencil.
7 Encourage students to check their answers in pairs by reading their completed sentences to each other. Go around the classroom as they do this, and help as necessary.


w does it move?

Handwriting Unit 5

Look and say

2 Now trace and write

It rolls.

He slides.

CTIVITY BOOK page 8

ook and say

lelp students to find page 8 in the Activity Book. Point to the first picture and ask *Does the all roll or slide?* Elicit that it rolls. Read the first sentence to the class.
oint to the second picture and ask *Does the boy roll or slide?* Elicit that he slides. Read ie second sentence to the class.
Vrite the first sentence slowly on the board, paying attention to how the letters are formed ithin the guidelines. Follow the shape of the letters with your finger and encourage udents to do the same in their books.
epeat the procedure with the second sentence.

ow trace and write

sk students to trace the sentences with their pencils.
tudents then copy the sentences onto the guidelines below. Remind them that they should art where the dots are.
o around the classroom as they work and help as necessary.

Fast finishers

- In pairs, students turn to their partner and read their sentences to them.
- Confident students can be invited to the front of the class to read in front of everyone.
- Praise their work and motivate others to share.

Consolidation game

- Play a version of *Show me* (Games Bank, page 153). You call out one of the known materials and students should find items made of it in the classroom and point to them or hold them up.

Unit 5

LESSON 8 SB page 9 AB page 9

Objectives: To reinforce vocabulary about toys

Vocabulary: *blocks, car, doll, train, ball, teddy bear, balloon, ball*

Language: *I have a blue car. I can push it. It can roll.*

Materials: Student's Book, page 9
Activity Book, page 9
Digital Toolkit
Coloring pencils or crayons for each child
Flash cards: ball, car, doll, robot, teddy bear, train
Optional: a selection of toys or pictures of toys

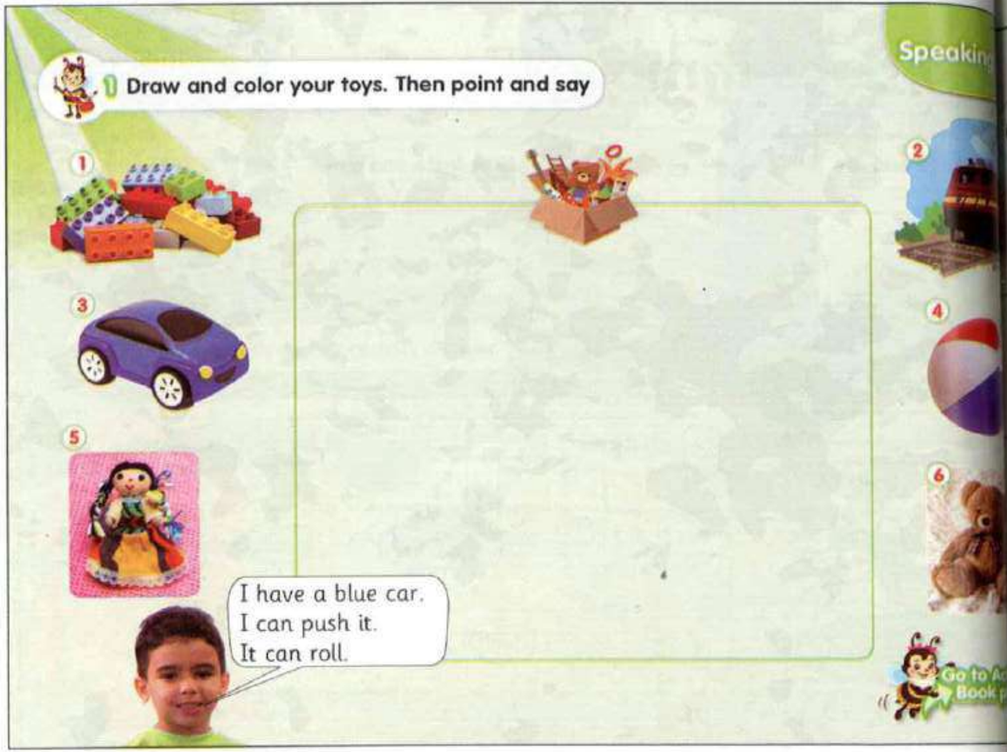
Opener

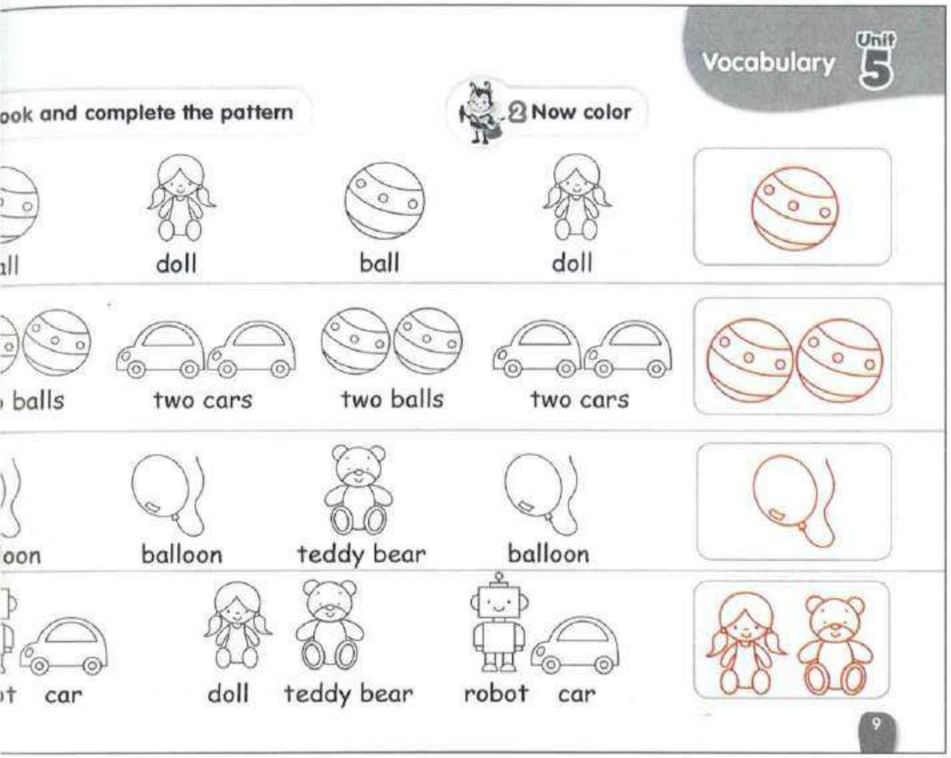
- Play *Guess the picture* (Games Bank, page 153) to revise toys.

STUDENT'S BOOK page 9

1 Draw and color your toys. Then point and say

1. Introduce the word *blocks* and go over the names of the toys around the frame to make sure students remember them.
2. Students draw and color a picture of their favorite toy or toys in the drawing box. If they are able to, they should label the toys.
3. Go around the class as students work and help as necessary.
4. Invite students to talk about their pictures with a partner.
5. Ask a few confident students to present their work to the class. Encourage students to talk about their toys. You can model this by drawing some toys and pointing to them, saying *I have a green car. I can push it.* You can also use the bubble as a model.
6. They can also draw one of the toys illustrated on the page around the frame, if they like.





CTIVITY BOOK page 9

ook and complete the pattern

lelp students to find page 9. Use the picture provided to elicit the toy words *What's this?* *robot, teddy bear, balloon, ball, doll, car*).
'ell students they are going to draw the next toy in the pattern: *Let's draw the next toy.*
)emonstrate by pointing at the toys in the first row. Say *ball, doll, ball, doll*. Then point ɔ the drawing box. Say *What's next?* Elicit the answer *ball*. Students draw a ball in the rawing box to complete the pattern.
'hey continue for the other rows, drawing the next toy to complete the pattern.
'irculate, asking students to point to their drawings and say the words.

ow color

'ell students that they can now color the items that they drew.

Fast finishers

- Students talk about the colors that they have used to a partner.

Class activity (optional)

- Help students to get into groups. Give each group a selection of real toys or pictures of toys and ask them to form patterns with them, as in the Activity Book, page 9.

Consolidation game

- Play *Word whispers* (Games Bank, page 154) with the toy flash cards.

Unit 5

LESSON 9 SB page 10 AB page 10

Objectives: To identify and use the letter sounds /ɪ/ and /t/
To find the letters *i* and *t*
To trace and copy the letters *i* and *t*

Vocabulary: *in, teddy bear, robot, pin, bin, ink, ten*

Materials: Student's Book, page 10
Activity Book, page 10
Class CD
Digital Toolkit
Phonics cards: i/in, t/teddy bear
A pencil for each student

Opener

- Play *Guess the picture* (Games Bank, page 153) to revise toys.

Presentation

Letter sound /ɪ/

1 Show the picture on the i/in phonics card and ask *Where is the cat?* Elicit *in*. Then say *in*. Students repeat after you.
2 Show the letter side of the phonics card and say /ɪ/. Students repeat the sound /ɪ/ with you.
3 Then show the picture on the card again and elicit *in*.
4 Flip the card from the letter side to the picture side several times so that the students are saying /ɪ/ … *in* repeatedly.

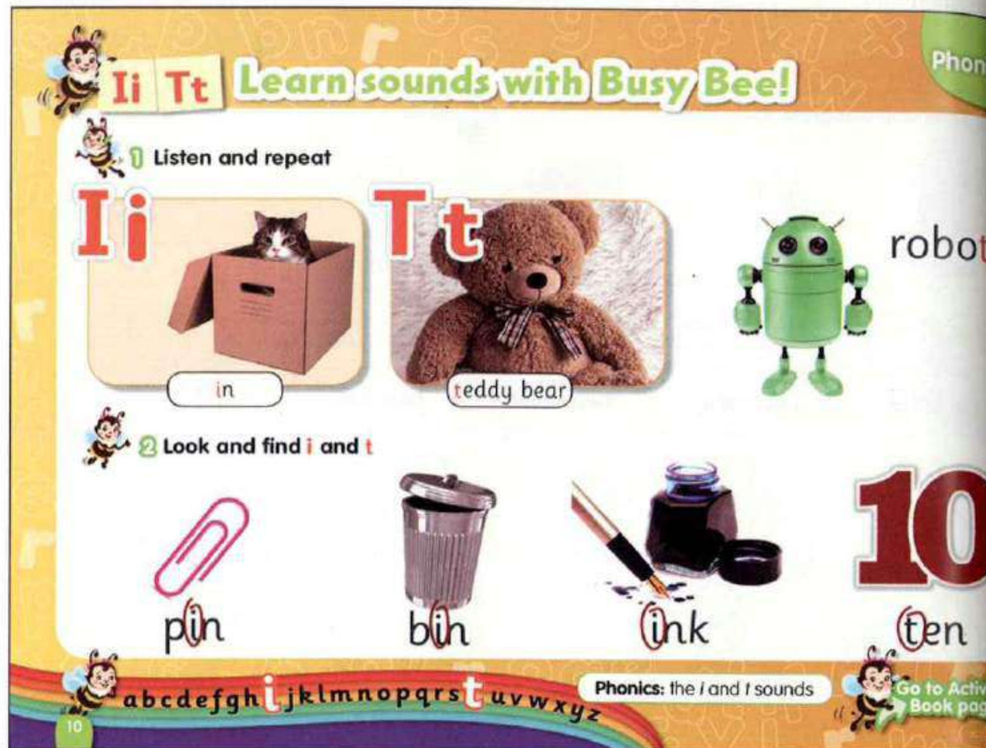
Letter sound /t/

1 Show the picture on the t/teddy bear phonics card and ask *What is it?* Elicit *teddy bear*. Then say *teddy bear*. Students repeat after you.
2 Show the letter side of the phonics card and say /t/. Students repeat the sound /t/ with you.
3 Then show the picture on the card again and elicit *teddy bear*.
4 Flip the card from the letter side to the picture side several times so that the students are saying /t/ … *teddy bear* repeatedly.

STUDENT'S BOOK page 10

1 Listen and repeat

1 Help students to find page 10. Point to the picture of the cat in the box on the left-hand side of the page and ask *Where is the cat?* Students say the word *in*.
2 Then point to the letter *i* on the page and say the sound /ɪ/. Students repeat after you.

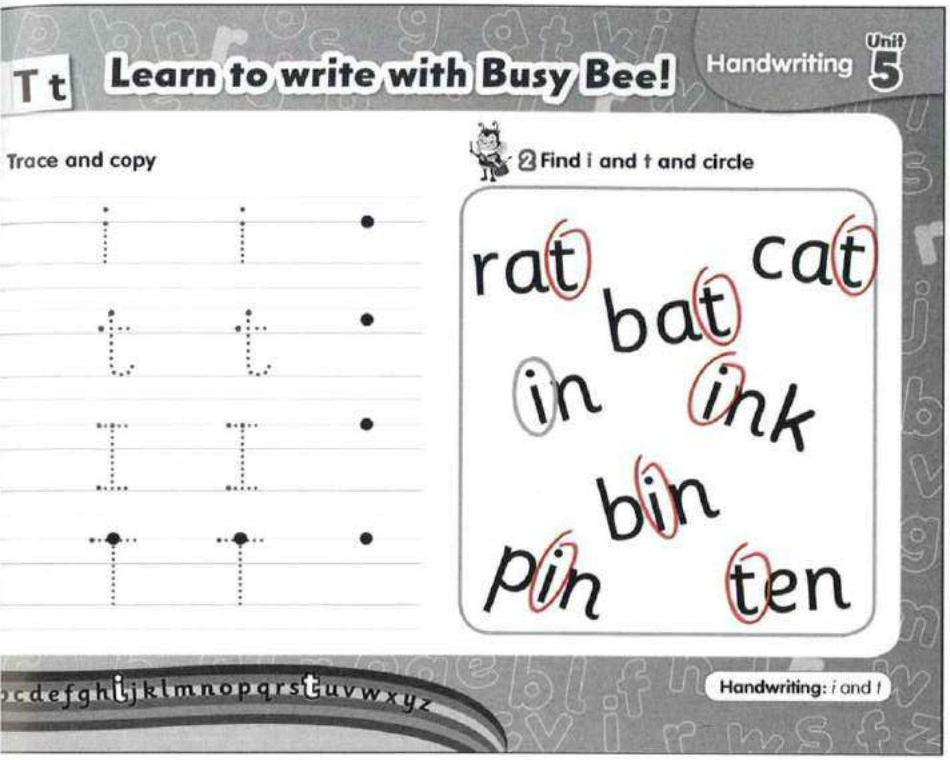


Practice this several times.
3 Play the CD. Sing the first part of the song to the class. Then play the second part, encouraging students to listen and repeat the /ɪ/ sound. Pause the CD.
4 Repeat the procedure for the second verse for the /t/ sound and *teddy bear*.
5 Explain that the letter sound *t* can also occur in a final position like in the word *robot*.
6 Say *robot* and encourage students to repeat several times.

Audioscript

Everyone listen
Listen to me.
Listen and repeat
Repeat after me.
/ɪ/
/ɪ/, /ɪ/
/ɪ/, /ɪ/, /ɪ/!
/ɪ/ in
In!

Everyone listen
Listen to me.
Listen and repeat
Repeat after me.
/t/
/t/, /t/
/t/, /t/, /t/!
/t/ teddy bear
Teddy bear!



ook and find i and t

ook at the pictures with the class and elicit the items. *What can you see? (pin, bin, ink, n).* Say the words together with the class.
oint to the pin. Say the word *pin*. Say /ɪ/ *pin*. Point to the *i* and show the students how to raw a circle around it.
oint to the bin. Say the word *bin*. Say /ɪ/ *bin*. Ask the students to draw a circle around *i*. sk them to hold up their books to show you their answers.
epeat for ink. Ask the students to draw a circle around *i*. Ask them to hold up their books show you their answers.
epeat for *ten*. Ask the students to draw a circle around *t*. Ask them to hold up their books show you their answers.
udents look at the alphabet at the bottom of the page and find and point to the letter *i*. Say oint to /ɪ/. They point and say /ɪ/.
udents look at the alphabet at the bottom of the page and find and point to the letter *t*. Say oint to /t/. They point and say /t/.

ACTIVITY BOOK page 10

1 Trace and copy

1 Model the letter formation for the letter *i*. With your back to the class, write a large letter *i* in the air with a finger while saying the sound /i/, making the starting point and direction of writing clear.
2 Students copy the letter in the air several times, saying the letter sound as they do so.
3 Then demonstrate with one student how to write the letter on another student's back, and ask all students to do this in pairs.
4 Then model the correct letter formation on the board.
5 Repeat the procedure for capital *I*.
6 Model the letter formation for the letter *t*. With your back to the class, write a large letter *t* in the air with a finger while saying the sound /t/, making the starting point and direction of writing clear.
7 Students copy the letter in the air several times, saying the letter sound as they do so.
8 Then demonstrate with one student how to write the letter on another student's back, and ask all students to do this in pairs.
9 Then model the correct letter formation on the board.
10 Repeat the procedure for capital *T*.
11 Help students to find page 10 in the Activity Book. Students trace over the dotted letters in their books with a finger.
12 Make sure students are sitting in a comfortable position for writing and are holding their pencils correctly.
13 Students then trace the second and third letters on each row and complete the letter *i* on the first row, the letter *t* on the second row, the letter *I* on the third row and the letter *T* on the fourth row.

2 Find i and t and circle

1 Point at each word in turn and stress the letter sounds *i* and *t* with the class.
2 Students repeat the words.
3 Then they could work in pairs to point to and say the letter sounds *i* and *t*.
4 Say *Point to /ɪ/. Circle the letters /ɪ/.* Demonstrate on the board as necessary.
5 Say *Point to /t/. Circle the letters /t/.* Demonstrate on the board as necessary.

Fast finishers

- Put all the phonics flash cards taught so far on a table. Students practice pointing to and saying the words and letter sounds for the flash cards. Always praise good work.

Consolidation game

- Play *Pass the letter* (Games Bank, page 153) with the letters *i* and *t*. You can also include other known letters in the game for revision.

Unit 5

LESSON 10 SB page 11 AB page 11

Objectives: To practice using the letter sounds /i/ and /t/
To find the letters *i* and *t*
To trace and copy the letters *i* and *t* in words

Vocabulary: *in, bin, ink, ten*

Materials: Student's Book, page 11
Activity Book, page 11
Class CD
Digital Toolkit
Flash cards: i/in, t/teddy bear
Unit 5 poster
A pencil for each student
Optional: boxes, real objects or flash cards

Opener

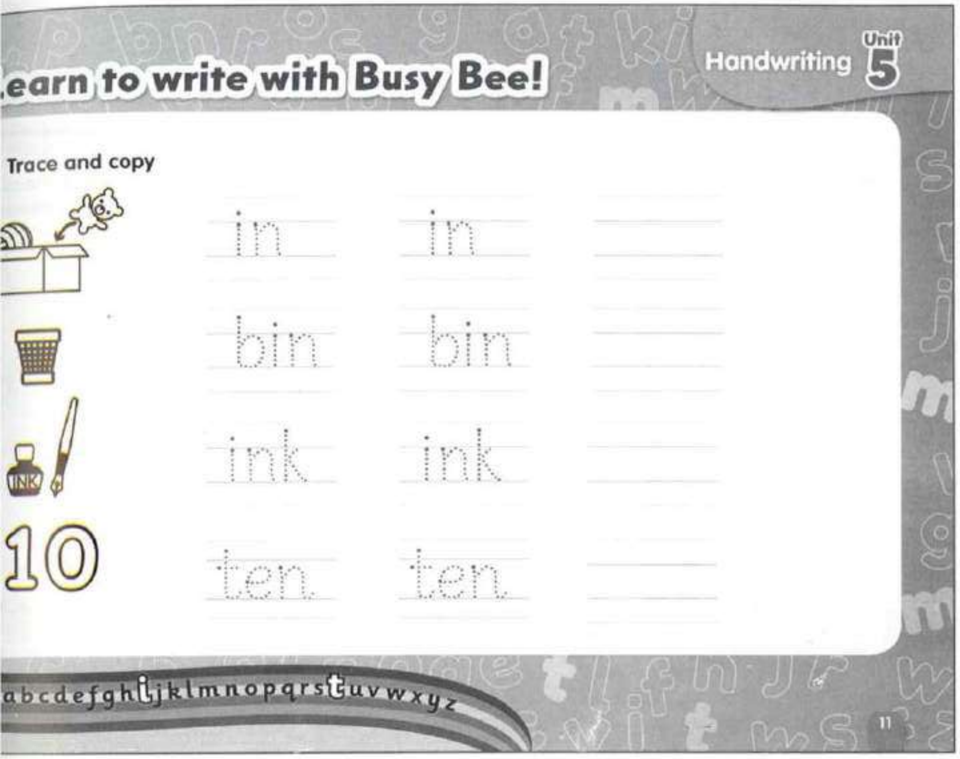
- Revise the /ɪ/ sound with the class using the i/in flash card. Help them to find the letter *i* and the picture of the cat in the box on Student's Book, page 10. Ask students to point to and say any other words on the page containing the letter *i* (in, pin, bin, ink).
- Then revise the /t/ sound using the t/teddy bear flash card and Student's Book, page 10.
- Play the song from Lesson 9, Student's Book, page 10, again with the class, and ask students to sing along with the song as much as they can.

STUDENT'S BOOK page 11

1 Trace and copy

1 Help students to find page 11. Point to the *i* on the first row. Students trace over the dotted lines in the book with a finger.
2 Make sure students are sitting in a comfortable position for writing and are holding their pencils correctly.
3 Students then trace the letters *i* on the first row then copy the letter *i* twice.
4 They continue for the other letters, tracing then copying the letter several times.
5 Circulate, checking the students are forming the letters correctly and are sitting upright.





ACTIVITY BOOK page 11

Trace and copy

Help students to find page 11 in the Activity Book. On the first row, point to the word *in*. Say each of the sounds for students to repeat, then blend the sounds together to say the word *in*. Students trace over the dotted letters, first with a finger then with a pencil. Students write one more example of the word.
Repeat for the other words (*bin, ink, ten*).
Ask students to look at the alphabet at the bottom of the page. Students color the *i* in red and the *t* in blue.

Fast finishers

- Students color the pictures in the Activity Book, page 11.

Consolidation game

- Play *Tracing letters* (Games Bank, page 154) with the known letters: *i, t, h, b, m, n, p, r, d* and *s*.

LESSON 11 SB page 12 AB page 12

Objectives: To identify and use numbers 11-20
To use numbers 11-20 to count different items
To write the words for numbers 11-20

Vocabulary: *eleven, twelve, thirteen, fourteen, fifteen, sixteen, seventeen, eighteen, nineteen, twenty*

Language: *This is one bead, these are two beads.*

Materials: Student's Book, page 12
Activity Book, page 12
Class CD
Digital Toolkit
Numbers poster
Flash cards: one, two, three, four, five, six, seven, eight, nine, ten, eleven, twelve, thirteen, fourteen, fifteen, sixteen, seventeen, eighteen, nineteen, twenty
A pencil for each student
Counters or beads
Optional: cardboard tubes, strips of paper, sticky tape
Optional: classroom items or toys

Opener

- Revise the numbers 1-10 using the flash cards and the numbers poster.
- Play *Show me* (Games Bank, page 153). Make sure each student has some classroom items or toys to use for this, or they could just use their fingers. Say a number (*one, two* or *three*) and students show you the correct number of items or fingers. Play this first as a class and then in pairs.

Presentation

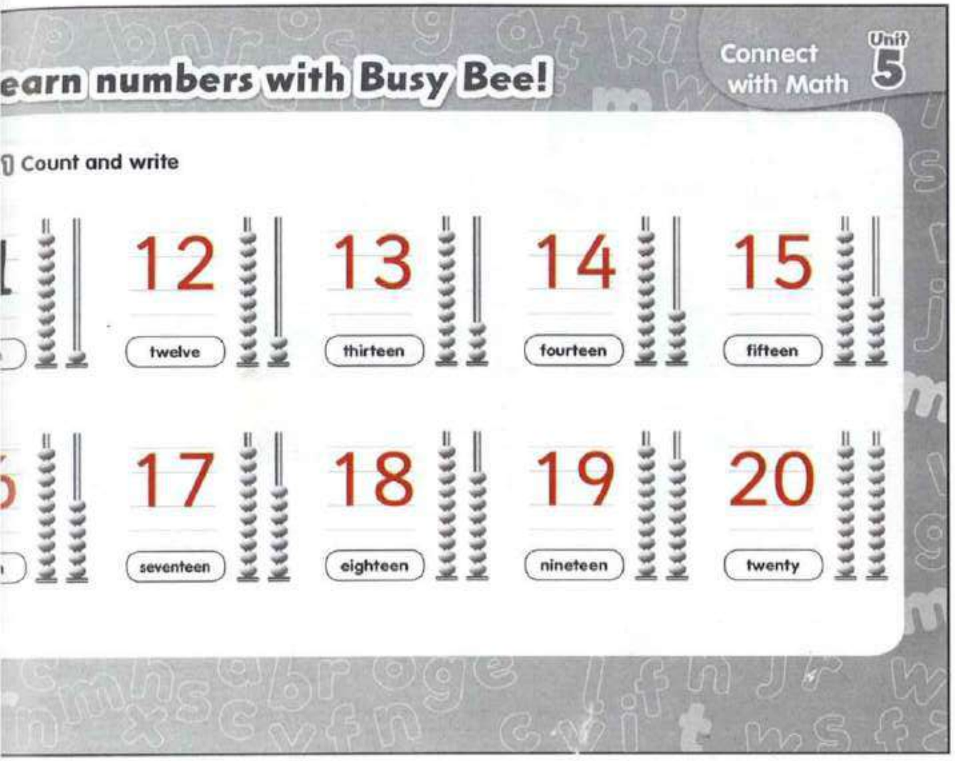
1 Introduce the number 11 using the number flash cards and eleven counters. Encourage the children to count from one to eleven both chorally and individually.
2 Repeat the procedure for the numbers up to 20.
3 Play *Show me* (Games Bank, page 153) using counters and the numbers 11-20.



STUDENT'S BOOK page 12

1 Look, listen and count

1 Help students to find page 12. Point to the picture of the bead in the *Look and learn* box and say *bead*. The students repeat chorally.
2 Point to the numbers 1-10 and count chorally with the class.
3 For the higher numbers, show the children that next to each number, there are two sticks with beads on.
4 Point to 11. As a class, count the number of beads in the first full stick (ten). Count the beads again, but this time carry on to include the bead on the other stick, making eleven beads in total. Point to the number eleven and elicit the word.
5 Then say *Now listen and count*. Play the CD, pausing for students to point to each of the pictures in turn and count the beads.



udioscript

even
elve
irteen
urteen
fteen
teen
venteen
ghteen
neteen
enty

ACTIVITY BOOK page 12

1 Count and write

1. Help students to find page 12. Point to the first picture and ask *How many beads?* As a class, count from one to eleven. Focus attention on the word eleven, and the number 11 that has been written on the line as an example.
2. Students continue counting the number of beads and writing the correct number on the line. As students work, go around the classroom, arranging counters on their desks and asking them to count how many they have.

Class craft (optional)

- Explain to the class that they are going to make number spinners.
- Give each student a cardboard tube and a strip of paper. The paper should be 2cm wide and long enough to wrap around the circumference of the tube.
- Ask students to write the numbers 1-9 in a column on the strip of paper.
- They then wrap the strip of paper around the tube and stick the paper to itself so that it is a ring around the tube and can move on it. Do not stick the paper to the tube.
- Students write a number 1 on the tube next to the paper strip, so when the ring goes around the tube, they can read numbers 11-19 (1 on the tube, and 1-9 on the ring of paper).
- Put the students into pairs.
- They take turns. One child moves the ring of paper around their spinner.
- When the ring stops, the other child reads the number. They lay out the same number of counters on the table. For example, if the spinner has the number 3 lined up next to the 1 on the tube, the number that the student reads is 13. The pair should work together to put 13 counters on the table.

Consolidation game

- Call out numbers between 11 and 20 at random. Encourage students to trace the numbers in the air.

LESSON 12 SB page 13 AB page 13

Objectives: To identify and use numbers 1-20
To count from 1-20
To follow numbers 1-20 in order to create a picture

Vocabulary: *eleven, twelve, thirteen, fourteen, fifteen, sixteen, seventeen, eighteen, nineteen, twenty*

Materials: Student's Book, page 13
Activity Book, page 13
Class CD
Digital Toolkit
Numbers poster
Flash cards: one, two, three, four, five, six, seven, eight, nine, ten, eleven, twelve, thirteen, fourteen, fifteen, sixteen, seventeen, eighteen, nineteen, twenty
A pencil for each student
Optional: classroom items or toys

Opener

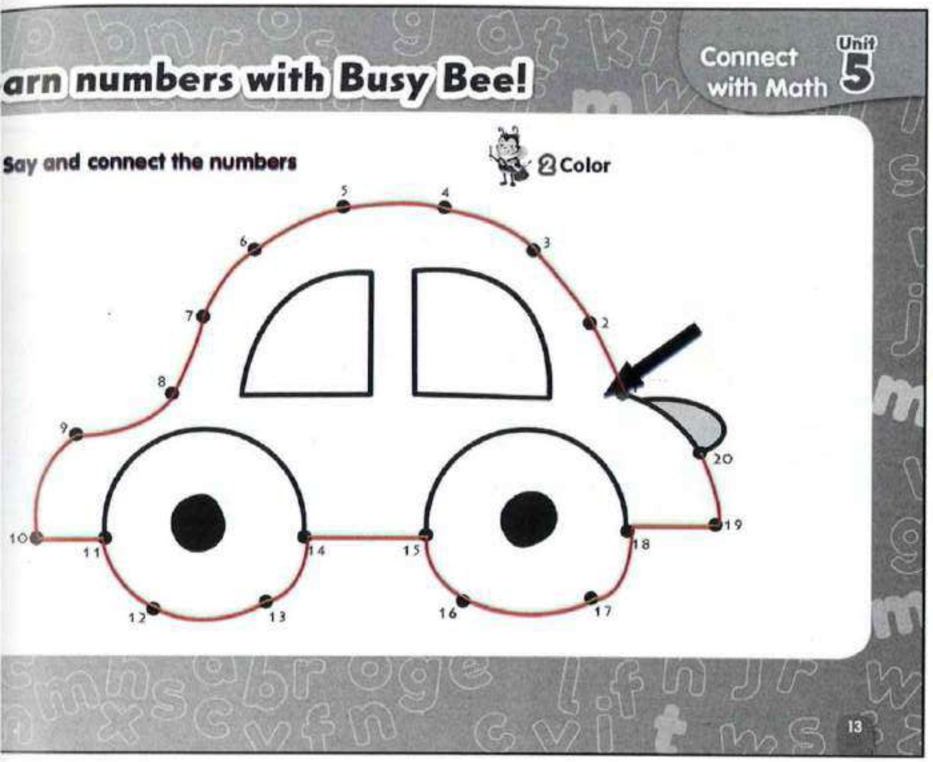
- Revise the numbers 1-20 using the flash cards.
- Put students into pairs to play *Show me* (Games Bank, page 153) to practice numbers. Ask for numbers between 2 and 20. Students will need to work together to show the correct number of fingers, for example 11 could be 10 fingers for one player and one finger for the other player.

STUDENT'S BOOK page 13

1 Count by color

1 Help students to find page 13. Point to the picture and ask *What are they?* Elicit that they are toy cars.
2 Point to the four different colored cars at the bottom of the page. Elicit the colors.
3 Point to the red car. Ask *How many red cars are there?* Count with the class and encourage students to write the number *8* in the correct box.
4 Ask students to work with their shoulder partners to complete the exercise.
5 Go around the classroom as students work, helping as necessary.





ACTIVITY BOOK page 13

1 Say and connect the numbers

1 Help students to find page 13 in the Activity Book.
2 Ask students to find number 1. Check that they have all found the correct starting place.
3 Ask students to follow the numbers to 20.
4 Go around the classroom as students work, helping as necessary.

2 Color

1 Ask students to color the picture when they complete it.

Consolidation game

- Play *Pass the number* (Games Bank, page 153) to practice forming numbers.

Unit 5

LESSON 13 SB pages 14-17 AB pages 14-15

Objectives: To listen to and follow a picture story
To think about what happens next in a story
To learn a new life skill (playing together)

Vocabulary: *toy, metal, fabric, plastic; arms, legs, car*

Language: *Is it made of (fabric)? Yes, it is. / No, it isn't*

Materials: Student's Book, pages 14-17
Activity Book, pages 14-15
Class CD
Digital Toolkit
Optional: real toys: a doll, a teddy bear, a robot, a balloon, a car, a ball

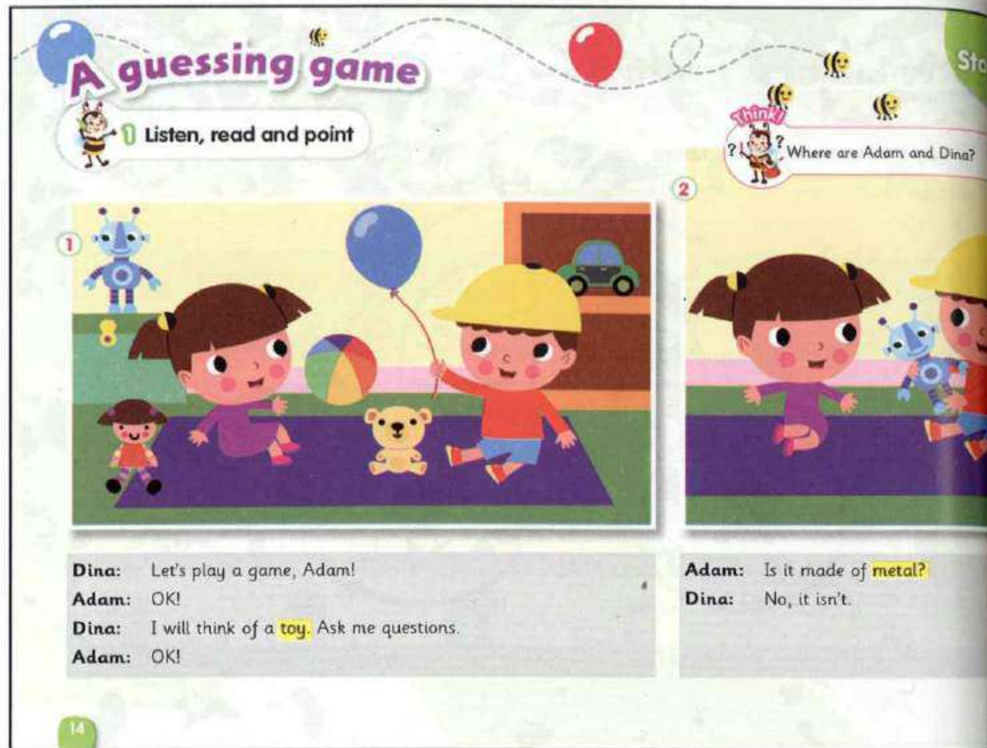
Opener

- Revise the vocabulary for toys with the class by referring to the poster, the flash cards or the real toys.
- Present and practice the color words *blue* and *green* using the flash cards, colors poster and real items in the classroom.

STUDENT'S BOOK page 14

1 Listen, read and point

1 Help students to find page 14. Look at the story frames with the class. Ask them what and who they can see in the pictures by pointing at the characters and toys and saying *Who / What is this?*
2 Read the question in the *Think!* box with the class. Can the students guess where Adam and Dina are? (at home) Why do they think this?
3 Ask the students what they think Adam and Dina are doing (they are playing a guessing game).
4 Play the CD from frames 1-5. Students listen and point to each frame. Go around and check that the students are following.
5 After the end of frame 5, pause the CD. Read Busy Bee's speech bubble. Ask the students to think about which toy it might be.
6 Draw each of the toys from frame 1 on the board (ball, balloon, car, doll, robot, teddy bear). Read through each of the clues in the story so far. Put a cross next to any toy that is ruled out, for example, the robot because it is metal.
7 Read the question in the *Think!* box with the class in frame 5. Can the students guess what the toy is?



8 Continue playing the story. Were students' predictions correct?





Audioscript

1:	**Dina:**	*Let's play a game, Adam!*
	Adam:	*OK!*
	Dina:	*I will think of a toy. Ask me questions.*
	Adam:	*OK!*
2:	**Adam:**	*Is it made of metal?*
	Dina:	*No, it isn't.*
3:	**Adam:**	*Is it made of fabric?*
	Dina:	*No, it isn't.*
4:	**Adam:**	*Is it made of plastic?*
	Dina:	*Yes, it is!*
5:	**Adam:**	*Does it have arms and legs?*
	Dina:	*No, it doesn't!*
6:	**Dina:**	*I know! It's the car!*
	Adam:	*Well done, Adam!*

1 Play the story again. Students listen, point to each frame and join in with any words they can.

2 Ask students to work with their shoulder partners to read the story together. One child in each pair should be Adam and one should be Dina. When they have read the story once, they can swap parts and read again. Go around the classroom as the students work, helping them to read and pronounce the words correctly.

Unit 5

Class activity (optional)

- Help students to get into six groups. Allocate each group a frame from the story to act out. Circulate, making sure that students know who is speaking in each frame and what they are saying.
- Gather the whole class together to act out their story frames in order. If students have brought toys in, they can use them during their performance.

Consolidation game

- Play *Catch and say* (Games Bank, page 152). In pairs, students throw and catch, or roll a ball to each other. Each time they have the ball, they say the name of a toy from the unit and their partner repeats.

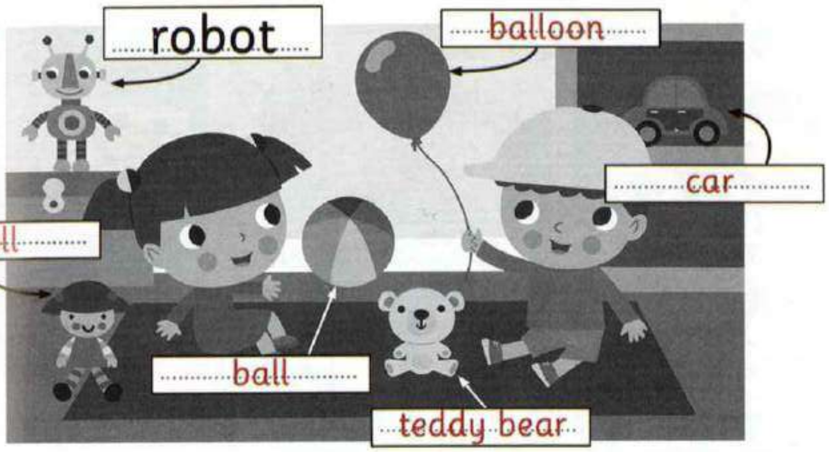
We can play together!

- Look at the photograph with the class. Ask *What can you see?* (The girls are sharing their toys.) Do students share their toys? Ask *Do you share your toys?* Encourage students to share and take turns when playing.

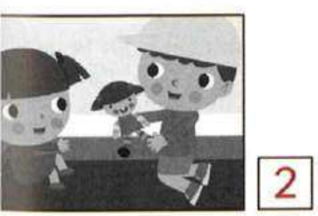


ok and write

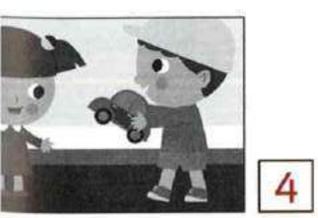
car doll ball balloon robot teddy bear



ten and number









ACTIVITY BOOK

1 Look and write

1. Help students to find page 14 in the Activity Book.
2. Ask students to look at the picture and identify the toys.
3. Ask them to work with their partners to write the words in the correct spac[e] ... word pool.
4. Go around the classroom as they work. Help and encourage them.

ACTIVITY BOOK page 15

1 Listen and number

1. Help students to find page 15 in the Activity Book.
2. Ask students to listen to the story again and to look at the pictures. Stop after the first part of the story, and check that students are doing well.
3. Explain to students that they are going to arrange the pictures according to the story.
4. Ask them to work with their partners to write the numbers in the small boxes. Students work with their shoulder partner to check their answers.
5. Go around the classroom as they work. Help and encourage them.

Audioscript

1: Dina: *Let's play a game, Adam!*
Adam: *OK!*
Dina: *I will think of a toy. Ask me questions.*
Adam: *OK!*
2: Adam: *Is it made of metal?*
Dina: *No, it isn't.*
3: Adam: *Is it made of fabric?*
Dina: *No, it isn't.*
4: Adam: *Is it made of plastic?*
Dina: *Yes, it is!*
5: Adam: *Does it have arms and legs?*
Dina: *No, it doesn't!*
6: Dina: *I know! It's the car!*
Adam: *Well done, Adam!*

Consolidation game

- Play *Mime it* (Games Bank, page 153). Mime one of the toy words for the class to guess. Students say the word for your mime. Choose a confident student to do a mime for you to guess. Once students are confident with the game, they can play in pairs.

Unit 5

LESSON 14 **SB page 18** **AB page 16**

Objectives: To work on a project
To make a picture of a teddy bear using balloon painting
To present your picture to the class

Vocabulary: *balloon, teddy bear; blue, green, red, yellow*

Language: *This is (Teddy). He's a teddy bear*

Materials: Student's Book, page 18
Activity Book, page 16
Digital Toolkit
Flash cards: blue, green, red, yellow
For each pair of students: four balloons, a piece of paper, tubes of paint (red, yellow, blue and green), an egg box, four paper plates, art aprons
Blue, red, yellow and green coloring pencils or crayons for each child
A completed teddy bear picture to show the class if possible
Optional: A camera and a printer to produce the photo for the Activity Book
Optional: a soft ball for the Consolidation game

Opener

- Count items up to twenty with the class. Play *Show me* (Games Bank, page 153) with students working in pairs or using classroom items to make the larger numbers.

STUDENT'S BOOK page 18

1 Make a teddy bear

1 If you have made a teddy bear, show this to the class. Say *This is a teddy bear*. Make sure each student has seen it properly by taking it around the class.

2 Help students to find page 18 in the Student's Book. Look at the pictures together with the class. Say *Look, the children are making a teddy bear picture. Here are the materials. They put the paint on the plates. They make the shapes with the balloons.*

4 Explain to the class that they are going to make their own teddy bear paintings, following the instructions in the pictures.

5 Demonstrate the procedure: First, they wear the art aprons and squeeze the paint onto the paper plates. Then they blow up the balloons (you can help here if necessary) and tie them at the top. Then they dip a balloon into the paint and then dip it onto the paper creating a circle shape (which will form part of the teddy bear's body). They can choose different colors to make the teddy bear's body, head, ears, arms and legs.



6 Make sure each student or table has the correct materials. Monitor students' work. Ensure that they clean and tidy up when they finish.

2 Look and say

1 Display students' pictures in the classroom. Help students to show their teddy bears to the class. You can model this by saying *This is my teddy. He's a teddy bear*. Encourage students to name their teddy bears, then they can introduce them by saying *This is (Teddy). He's a teddy bear.*

2 Praise their work. Say *Well done, everyone! Fantastic teddy bears!*



:TIVITY BOOK page 16

Listen, color and say

elp students to find page 16 in the Activity Book.
tudents look carefully at the picture. Ask *What is this?* Elicit *teddy bear*.
lay the CD. Pause and say the color word with the class. Hold up the corresponding color ash card.
hen ask students to listen again, point to the correct flash card and repeat *Listen, point nd say*.
lake sure each student has a brown coloring pencil or crayon. Play the CD a third time. his time students color the teddy bear.

Audioscript

is is my teddy bear.
: brown.

2 Draw and share

1 Students can draw a picture or stick in a photo of their completed picture of a teddy bear. They can present their photos to the class, saying *This is (Teddy). He's a teddy bear.*

Consolidation game

- Play *Color show* (Games Bank, page 152). Roll a soft ball or hand a beanbag to a student and say *Show me (green)*. The student can touch any item in the classroom, whether they know the vocabulary or not, as long as it is the correct color.
- They then roll the ball or hand the beanbag to another student, and you say *Show me (yellow)* or any other color and so on.

For the next class

- Ask students to bring a toy or a photo of a toy that they would like to share with the class.

LESSON 15 SB page 19 AB page 17

Objectives: To show and tell about a toy from home
To revise the unit content

Vocabulary: *ball, balloon, car, doll, plane, robot, teddy bear, train; one, two, three, four, five, six, seven, eight, nine, ten, eleven, twelve, thirteen, fourteen, fifteen, sixteen, seventeen, eighteen, nineteen, twenty*

Language: *The (train) is made of (wood).*
The (dolls) are made of (fabric).
Is it made of (plastic)? Yes, it is. / No, it isn't.
This is (Teddy). He's a teddy bear

Materials: Student's Book, page 19
Activity Book, page 17
Class CD
Digital Toolkit
Unit 5 poster
Numbers poster
Flash cards: ball, car, doll, robot, teddy bear, train
Unit 5 cut-outs
Coloring pencils or crayons
Students' teddy bear paintings from Lesson 14

Opener

- Look at the teddy bear pictures that the children made in Lesson 14 together, and talk about them as a class. Say *What lovely teddy bears!*
- Ask students what they can remember from this unit. Say *What can you remember?* Look at the flash cards and posters together again and revise the unit vocabulary.

STUDENT'S BOOK page 19

1 Show and tell

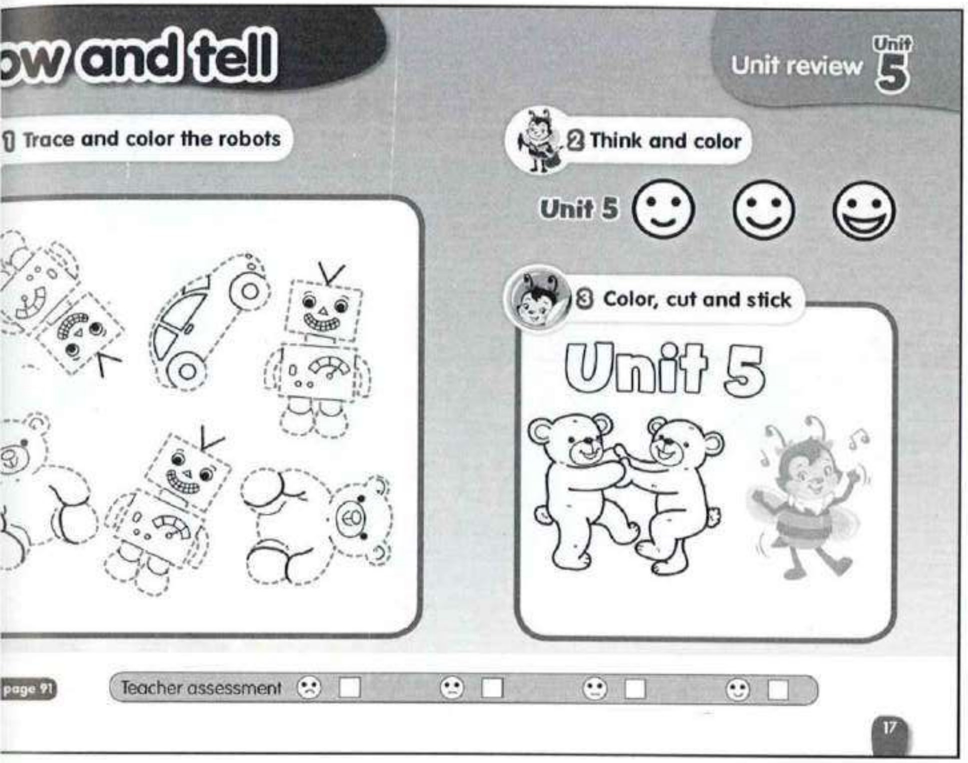
1 Make sure students have their toys with them. Place these on your table. If any students do not have a toy with them, encourage their friends to share with them.
2 Help students to find page 19. Look at the page with the class and explain that the girl in the photograph is talking about her doll.
3 Say *Let's talk about our toys.*



4 Choose a toy and invite the student who brought it in to come to the front. Ask *Who is this, (name)?*
5 Encourage students to use words and phrases that they have learned, such as *This is my doll. She's (Mona).*
6 Students could also do this activity in pairs.
7 Help students with any vocabulary that they have not learned yet.

2 Look and color

1 This is a self-assessment activity. Students look at the categories: *Vocabulary* (for the new words in the unit), *Life skills* (if they understand about sharing), *Phonics* (if they know the letter sounds /i/ and /t/), *Problem-solving* (for their understanding of the guessing game in the story) and *Project* (for their balloon picture of a teddy bear).
2 For each category, students color the smiley face next to the pictures if they feel they have understood the section.



CTIVITY BOOK page 17

Trace and color the robots

Help students to find page 17 in the Activity Book. Look at the pictures on the left of the page with the students and elicit *one car, two teddy bears and three robots.*
Explain to the students that they should find the robots and trace them.
Say *Now find and trace.* Students find the robots in the picture frame, say the word and trace around it.
Then ask students to color the pictures of the robots.
Monitor while they are doing this activity and ask individual students about their robots.
Ask *What's this? What color is it? (It's a (robot). It's (blue).)*

2 Think and color

1 This is a self-assessment activity. Students reflect on the unit and decide how well they have understood it. They choose the correct face and color it in. Give students time to think about their performance in the unit, then they decide to color one face that they think describes their learning. You can give students time to share their opinions.
They could use the *Look and color* activity on the Student's Book, page 19, to help them decide.
2 Go around the classroom and guide students as they work.

3 Color, cut and stick

1 Students color the teddy bears and the unit number.
2 Help students find the Unit 5 cut-outs at the back of the Activity Book. Students find the correct bee figure, cut it out and stick it in the correct place on the page.

Fast finishers

- Ask students to look back at Unit 5 in their Student's Book with a partner, sharing the book to practice the unit's value, and pointing to and saying as many words as they can. Encourage them and praise their work.

Consolidation game

- Play *What's missing?* (Games Bank, page 154) with the unit vocabulary.

For the next class

- Ask students to bring in recyclable materials, such as cardboard packaging (boxes and tubes).

Teacher assessment

- Collect the students' books. Remember to give each student a color-coded grading for each skill, for your own records. This will allow you to plot their development as the course progresses.
- Color and give students a tick in their books alongside the face that best represents their overall progress in the unit. See the introduction page xix for more information about the color-coding.

Unit 6

LESSON 1 SB page 20 AB page 18

Objectives: To identify vocabulary for clothes

Vocabulary: *cap, jacket, shoes, shorts, skirt, sweater, T-shirt, pants*

Materials: Student's Book, page 20
Activity Book, page 18
Digital Toolkit
Flash cards: cap, jacket, shoes, shorts, skirt, sweater, T-shirt, pants
Colors poster
A soft ball
Items made of fabric, plastic, metal, wood, glass and paper
Optional: a cap, jacket, shoes, shorts, skirt, sweater, T-shirt and pants for the presentation

Opener

- Play *Memory* (Games Bank, page 153) to review the materials vocabulary from Unit 5, using objects made of fabric, plastic, metal, wood, glass and paper.
- Play *Color show* (Games Bank, page 152) to review colors.

Presentation

1 Present and practice the new words: *cap, jacket, shoes, shorts, skirt, sweater, T-shirt* and *pants*. You may present the new vocabulary using the clothes the students are wearing or those that you have brought in. Point to a cap and say *cap*. Say *Point and say*. Students repeat several times chorally and then individually.
2 Repeat the procedure for *jacket, shoes, shorts, skirt, sweater, T-shirt* and *pants*.
3 Then point to each item in turn and ask *What is this?* Students say the words. Vary the order you point to the items.
4 You can also practice the new words using the flash cards. Point to items on the flash cards for students to repeat chorally and individually. Randomly choose individual students to come to the front of the class. Point to an item on the flash cards and ask *What is that?* Encourage the student to say the word.
5 Students could also point to their own clothing if they are wearing the vocabulary item.



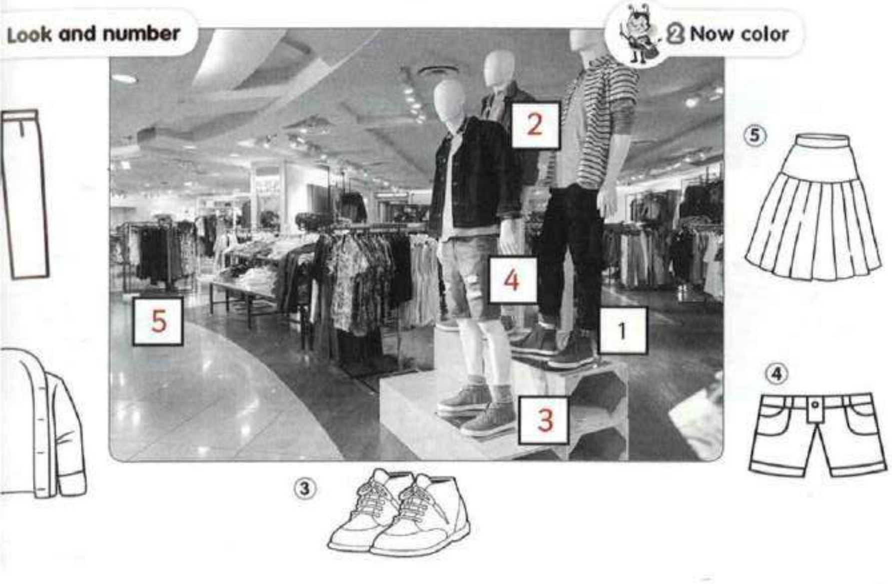
STUDENT'S BOOK page 20

1 Listen and find

1 Help students to find page 20. Then ask *What can you see in the picture?* Point to an item of clothing and ask *What is that?* (*jacket, jumper, shoes, shorts, skirt, T-shirt* and *pants*).
2 Say a color, for example: *blue*. Students say an item of clothing that is blue, for example: *jacket, shorts*. Repeat for other colors.
3 Praise all correct answers.

Let's go shopping

Look and number



Audioscript

irl: *What can you see in the picture?*
oy: *I can see a shirt.*
irl: *I can see a skirt.*
oy: *I can see pants.*
irl: *I can see a jacket.*
oy: *I can see shorts.*
irl: *I can see a pair of shoes.*

ACTIVITY BOOK page 18

1 Look and number

1 Help students to find page 18. Use the pictures around the photo to elicit the clothes words. Ask *What's that?* (Elicit *pants, jacket, shoes, shorts, skirt*).
2 Then say *Look and number*. Focus the student's attention on the photo, then point to number 1 (*pants*). Students find the pants in the photo and number this 1. Go around and check they do
this correctly.
3 Students repeat for the other items of clothing.

2 Now color

1 Hold up the Activity Book, facing the students so they can see, and point to the picture of the pants. Say *Blue pants*.
2 Make sure each student or group of students has coloring pencils or crayons.
3 Then say *Now color*.
4 Repeat for the other items of clothing.

Fast finishers

- Students talk to their partner or group about the pictures of clothes 1-5 by saying, for example: *Green skirt*.

Consolidation game

- Play *Point to it* (Games Bank, page 153) with real items of clothes that the students are wearing.

LESSON 2 SB page 21 AB page 19

Objectives: To use vocabulary for clothes
To match picture of clothes with word labels
To read and trace whole words

Vocabulary: *cap, jacket, shorts, skirt, sweater, T-shirt, pants*

Materials: Student's Book, page 21
Activity Book, page 19
Class CD
Digital Toolkit
Flash cards: cap, jacket, shoes, shorts, skirt, sweater, T-shirt, pants
A soft ball
Unit 6 poster
A pencil for each student
Optional: a cap, jacket, shoes, shorts, skirt, sweater, T-shirt, pants

Opener

- Revise the clothes items using the flash cards, Unit 6 poster or real clothes.
- Play *Catch and say* (Games Bank, page 152) with items of clothing.

STUDENT'S BOOK page 21

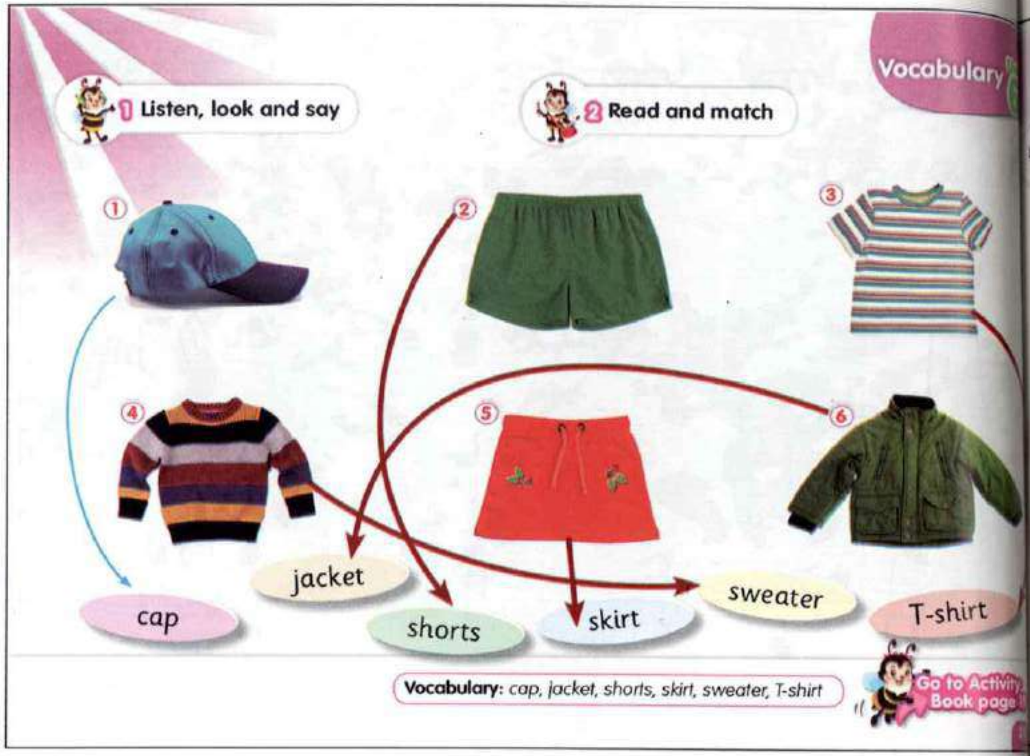
1 Listen, look and say

1 Help students to find page 21. Use the pictures to elicit the clothes words *What's this? (cap, shorts, T-shirt, sweater, skirt, jacket).*

2 Then say *Now listen, look and say*. Play the CD, pausing after each word for students to repeat as they point to the pictures.

Audioscript

1 cap 2 shorts 3 T-shirt 4 sweater 5 skirt 6 jacket



2 Read and match

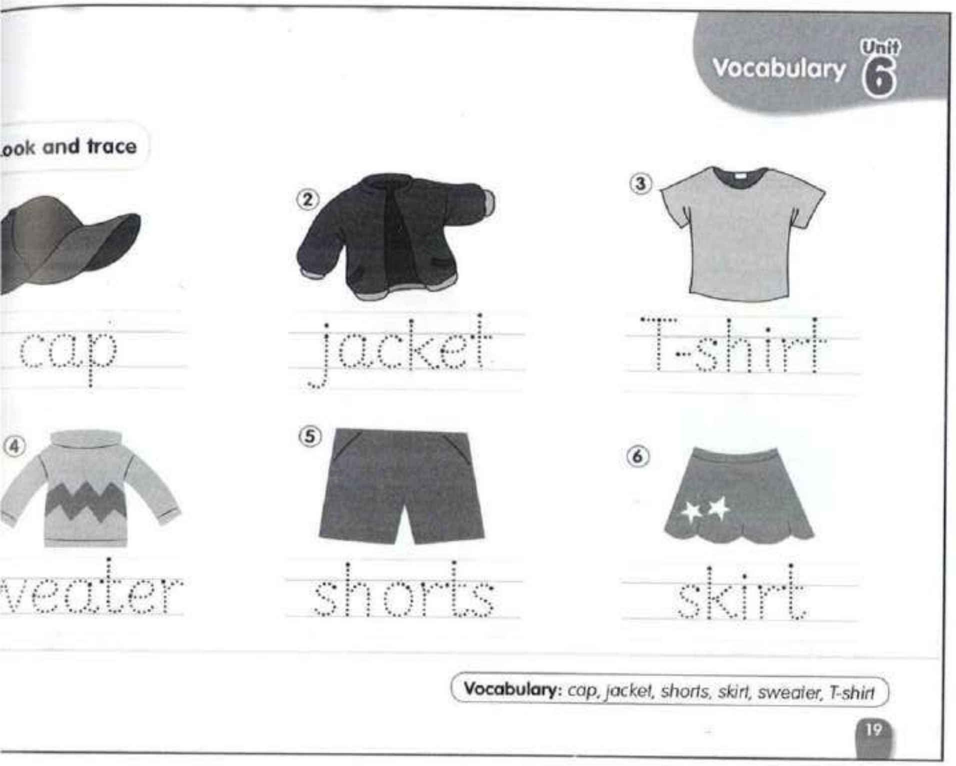
1 Focus attention on the word labels at the bottom of the page. Point to each one in turn and elicit the word.

2 Tell students they are going to match the pictures with the words: *Let's match the clothes and the words.*

3 Demonstrate by pointing to the cap and say *cap*. Then point to the word *cap*. Repeat *cap*. Demonstrate how to trace the line that matches the picture of the cap with the word label *cap*.

4 Students trace over the line from the picture of the *cap* to the word label *cap*, with a finger.

5 They continue for the other pictures, drawing matching lines from the pictures to their corresponding word labels. Go around and provide help when needed. Encourage students to check their answers with shoulder partners or in their groups.



ACTIVITY BOOK page 19

1 Look and trace

1. Help students to find page 19 in the Activity Book. Ask *What can you see in the picture?* (*cap, jacket, T-shirt, sweater, shorts, skirt*). Point to each item and say the word for students to repeat.
2. Make sure the students are sitting in a comfortable position for writing and are holding their pencils correctly.
3. Focus their attention on the first picture and word. Students trace the dotted letters, first with a finger and then with a pencil.
4. Repeat the procedure for the other pictures and words.

Fast finishers

- For further practice, students can work in pairs to talk about the color of the clothes they are wearing.

Consolidation game

- Write the letters of the alphabet on the board.
- Draw a picture of a cap on the board underneath the alphabet. Point to the cap and say the word for students to repeat.
- Draw three dashes next to the picture of the cap.
- Explain to the class that you are going to point to each of the letters in the alphabet in turn and they should say *yes* if they think the letter is in the word, or *no* if it is not.
- Point to the letter *c* in the alphabet and make a positive gesture, encouraging the students to say *Yes*. Write the letter *c* above the first dash next to the picture of the cap.
- Continue pointing to the other letters of the alphabet, making a negative gesture as you point to letters that are not in the word and nodding as you point to letters that are in the word. Write each letter in the correct place next to the picture.
- Repeat the same procedure with the other clothes words.

Unit 6

LESSON 3 SB page 22 AB page 20

Objectives: To use the possessive adjectives *my, her, his*
To reinforce the importance of independence
To sing a song about getting dressed

Vocabulary: *cap, jacket, sweater, T-shirt*

Language: *I/Rana/Karim can put on my/her/his (cap).*

Materials: Student's Book, page 22
Activity Book, page 20
Class CD
Digital Toolkit
Flash cards: cap, jacket, shoes, shorts, skirt, sweater, T-shirt, pants
Optional: a real cap, jacket, shoes, shorts, skirt, sweater, T-shirt and pants

Opener

- Play *Guess the picture* (Games Bank, page 153) with the clothes items by drawing them on the board. After a few rounds, you could invite a child who has guessed correctly to come to the front and draw the next item.

Presentation

1. Borrow a girl's and a boy's pencil or book and place it on the desk next to your own pencil or book. Now hold up one pencil and say *This is (Leila's) pencil.* It is *her* pencil. Gesture toward the girl as you say this and ask students to repeat.
2. Now hold up the boy's pencil and say *It is his pencil.* Gesture toward the boy as you say this and ask students to repeat.
3. Finally do the same with your pencil and say *This is my pencil.* Point to yourself as you say this and ask students to repeat.
4. Go around the class and pick up a student's pencil. Ask the class *Is this my pencil?* (Elicit *No*). *Is it his pencil?* (Elicit *Yes*). Do this with several students, boys and girls.
5. Use a real cap if you have one. Hold it up and say *My cap.* Then put it on and say *I can put on my cap.* Ask students to repeat.



STUDENT'S BOOK page 22

1 Read and say

1. Help students to find page 22. Point to the words in the box and encourage students to read them.
2. Now encourage students to read the girl's speech bubble. Encourage them to mime the action and to point to themselves as they say it.
3. Repeat for the other pictures. They mime putting on the clothes and point to the girl or boy as they say it.
4. Introduce the concept of getting dressed with the class. Point to the *Think* box and read the question. Ask students if they get dressed independently at home. Is it important to get dressed independently? Why?

2 Sing and do

1. Say *Listen.* Play the song on the CD. Students listen to the words.
2. Play the song again. Students mime getting dressed in the clothes as in each photograph as they hear each verse.

's get dressed!

Life skills Unit 6

Read and complete | his her |

2 Trace and color



can put on his cap.



Fareeda can put on her jacket.



Mazen can put on his T-shirt.

lay the song a third time. Say *Listen and sing*. Gradually, students sing along with the ong. They do the actions as they sing.

Vhen students are able, play the version of the song without words. Students sing as much s they can and do any corresponding actions

Audioscript

t's get dressed!
t's get dressed!
ut on your cap.
ooray!

t's get dressed!
t's get dressed!
ut on your jacket.
ooray!

Let's get dressed!
Let's get dressed!
Put on your sweater.
Hooray!

ACTIVITY BOOK page 20

1 Read and complete

1 Help students to find page 20 in the Activity Book. Point to the pictures of the clothes. Ask *What is this?* for each item and elicit *cap, jacket, T-shirt*.
2 Point to the first picture on the page and explain that the boy is putting on an item of clothing. Encourage them and praise good work. Say *This is Fady.* Fady is *putting on his cap*. Encourage students to repeat the sentence several times, stressing the word *his*.
3 Read the sentence below the picture and elicit the correct answer (*his*).
4 Repeat steps 2-3 for the pictures of the girl putting on a jacket and the boy putting on a T-shirt.

2 Trace and color

1 Say *Trace* and show students how to trace over the outline of each item picture with their finger, then with a pencil. Students color the clothes in a color of their choice.
2 As they do this, encourage them to talk about the clothes *A red cap* and so on.

Fast finishers

- In pairs, students read their completed sentences. Encourage them and praise good work.

Consolidation game

- Play *Mime it* (Games Bank, page 153) in groups of three. One student mimes putting on an item of clothing. The other student tells their partner what they are doing, e.g. *Rana can put on her jacket.*

LESSON 4 SB page 23 AB page 21

Objectives: To talk about what people wear in different situations
To talk about clothes using wear/wears

Vocabulary: *wear/wears; cap, T-shirt, pajamas, school uniform, shorts, apron, kitchen, school, sports*

Language: *For sports, I wear a cap.*
(At night), (Younis) wears (pajamas).

Materials: Student's Book, page 23
Activity Book, page 21
Class CD
Digital Toolkit
Flash cards: cap, T-shirt, pajamas, school uniform, shorts, apron, kitchen, sports
Unit 6 poster
A pencil for each student
Optional: cap, T-shirt, pajamas, shorts, apron

Opener

- Use the Unit 6 poster, the flash cards or real clothes to revise: *cap, jacket, sweater, shorts, skirt, T-shirt* and *pants*.
- Play the *Let's get dressed* song from Student's Book, page 22 with the class, and students sing along and mime any actions they can.
- In pairs, students turn to their partner, smile and say *Let's get dressed*. They mime putting on clothes. Students say the name of the clothes item as they mime putting it on.

Presentation

1 Use the flash cards or real items to present *pajamas, school uniform, apron, sports* and *kitchen*.
2 Point to the clothes you are wearing and elicit the words if known. Say *At school, I wear (a skirt and a shirt)*.
3 Write the sentence *I wear a* ... on the board. Ask a student to come to the front of the class. Ask him/her to say what he/she is wearing using *I wear*... . Write the sentence on the board highlighting the subject and the verb. Point to the student saying *(Ziad/Mona) wears* ... . Ask other students to say similar sentences using *(Ziad/ Mona) wears*... . Write the sentences on the board.
4 Follow the same procedure with two other students. Write the sentences on the board and get students to repeat all of the sentences.
5 Make sure that students understand that if they are talking about themselves, they should say *I wear*. If they are talking about somebody else, they should say (*Malika*) *wears*. If they are talking about more than one person, they should say (*Malika* and *Saleem*) wear ... .



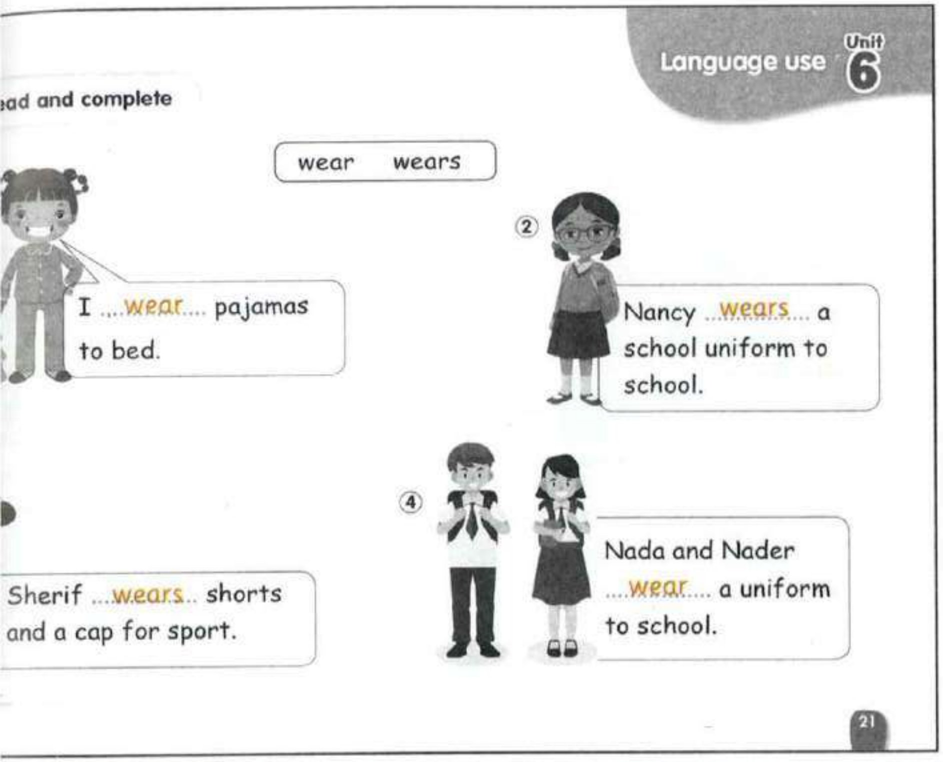
STUDENT'S BOOK page 23

1 Listen, read and complete

1 Help students to find page 23. Encourage them to say what they can about the pictures.
2 Point to the main picture and say *For sports, I* … . Encourage students to finish the sentence *wear a cap* and *a T-shirt*.
3 Point to the second picture and say *At night, Younis* … .
4 Encourage students to say *wears pajamas*. Say *Yes! At night, Younis wears pajamas*. In their books, students write the word *wears* on the dotted line to complete the sentence.
5 Repeat the procedure for sentences 3 and 4, pausing after each sentence to allow students time to write the word *wear* for 3 and *wears* for 4 on the dotted line.

Audioscript

1 Girl: *For sports, I wear a cap and a T-shirt.*
2 Narrator: *At night, Younis wears pajamas.*



udioscript

arrator: *At school, Malika and Saleem wear a school uniform.*

arrator: *In the kitchen, Malek wears an apron.*

a

ad the questions in the *Extra!* box. Ask students to work in pairs to talk about the clothes y wear at school and at home.

ast finishers

Students talk about the clothes they wear in different situations, for example: playing sports, on a holiday, in the kitchen, at night, etc. Are there any activities they take part in that require special clothes or a uniform?

ACTIVITY BOOK page 21

1 Read and complete

1. Help students to find page 21. Point to the word box and elicit the words *wear, wears*. Point to the first picture and say *I wear pajamas to bed? Or I wears pajamas to bed?* Students write the correct word (*wear*) on the dotted line. Say *That's right! I wear pajamas to bed.* Students repeat the phrase.
2. Students continue, writing the correct word from the word box onto the writing line to complete each sentence. Ask students to check their answers with shoulder partners.
3. Circulate, asking individual students to read their sentences and talk about what each person is wearing.

Fast finishers

- Students draw themselves wearing their pajamas. They write *I wear pajamas to bed.* Then show their picture to their partner.
- Students talk about their bedtime routine, using vocabulary from previous units. They could talk about: what toy they take to bed, if a member of their family reads with them, what snack they have before bed, etc.

Class activity (optional)

- If possible, invite some students' parents into the class to talk about the jobs they do and the clothes they wear while they do them.
- Ask students to think about why it is important to wear appropriate clothing for different activities and jobs.

Consolidation game

- Play a version of *Word whispers* (Games Bank, page 154). Whisper a sentence, for example *In the kitchen, I wear an apron.* to a student. Students continue in their groups. Can the last student in the group say the sentence correctly?

Unit 6

LESSON 5 SB page 24 AB page 22

Objectives: To identify stores
To listen and say what you can buy in these stores
To match items to where you can buy them

Vocabulary: *toothpaste, skirt, teddy bear, fruit; toy store, pharmacy, supermarket, clothes store*

Language: *I buy (toothpaste) from the (pharmacy).*

Materials: Student's Book, page 24
Activity Book, page 22
Class CD
Digital Toolkit
Flash cards: toothpaste, teddy bear, fruit; toy store, pharmacy, supermarket, clothes store
Optional: a cap, a T-shirt, shorts, skirt, a jacket, a sweater and pants for the Opener activity
Some real money

Opener

- Revise different kinds of clothes with the class using the flash cards, the clothes you have brought in or students' own clothes.
- Play the song from Student's Book, page 22 again with the class and ask students to sing along with the song as much as they can.

Presentation

1 Use the flash cards to present: *toothpaste, teddy bear, fruit, toy store, pharmacy, supermarket, clothes store*.
2 Show students some money and a cap. Pretend to buy the cap by swapping it for money and say *I buy a cap from the clothes store*. Say *I buy* several times. Students repeat.



STUDENT'S BOOK page 24

1 Look, listen and say

1 Help students to find page 24. Ask students to read the words in the word box and the captions for the stores.
2 Play the recording of the first sentence. Pause and allow students time to point to the correct picture.
3 Repeat for each picture.
4 Play the recording again. Students listen and repeat the sentences.

Audioscript

Girl: *I buy toothpaste from the pharmacy.*
I buy a skirt from the clothes store.
I buy a teddy bear from the toy store.
I buy fruit from the supermarket.



ACTIVITY BOOK page 22

1 Follow and say

1 Help students to find page 22. Point to the first picture and elicit *toothpaste*. Encourage students to follow the line to the correct shop (pharmacy). They then say *I buy toothpaste from the pharmacy*.
2 Students complete the task in pairs. Go around as they are working and help as necessary.
3 Ask students to say their sentences (*I buy toothpaste from the pharmacy / I buy a skirt from the clothes store / I buy a teddy bear from the toy store / I buy fruit from the supermarket*).

Fast finishers

- Students practice vocabulary with a partner using the pages in the book. They ask and answer, e.g. *What's this? It's toothpaste*.

Consolidation game

- Play *What's this?* (Games Bank, page 154) with the flash cards for *toothpaste*, *teddy bear*, *skirt*, *fruit*, *toy store*, *pharmacy*, *supermarket* and *clothes store*.

Unit 6

LESSON 6 SB page 25 AB page 23

Objectives: To match items with the stores you can buy them from
To draw and talk about what you can buy in stores

Vocabulary: *clothes, clothes store, pharmacy, supermarket, toothpaste, toys, toy store, fruits, vegetables*

Language: *I buy (toothpaste) from the (pharmacy)*

Materials: Student's Book, page 25
Activity Book, page 23
Digital Toolkit
Flash cards: toothpaste, teddy bear, fruit, vegetables; toy store, pharmacy, supermarket, clothes store
Coloring pencils

Opener

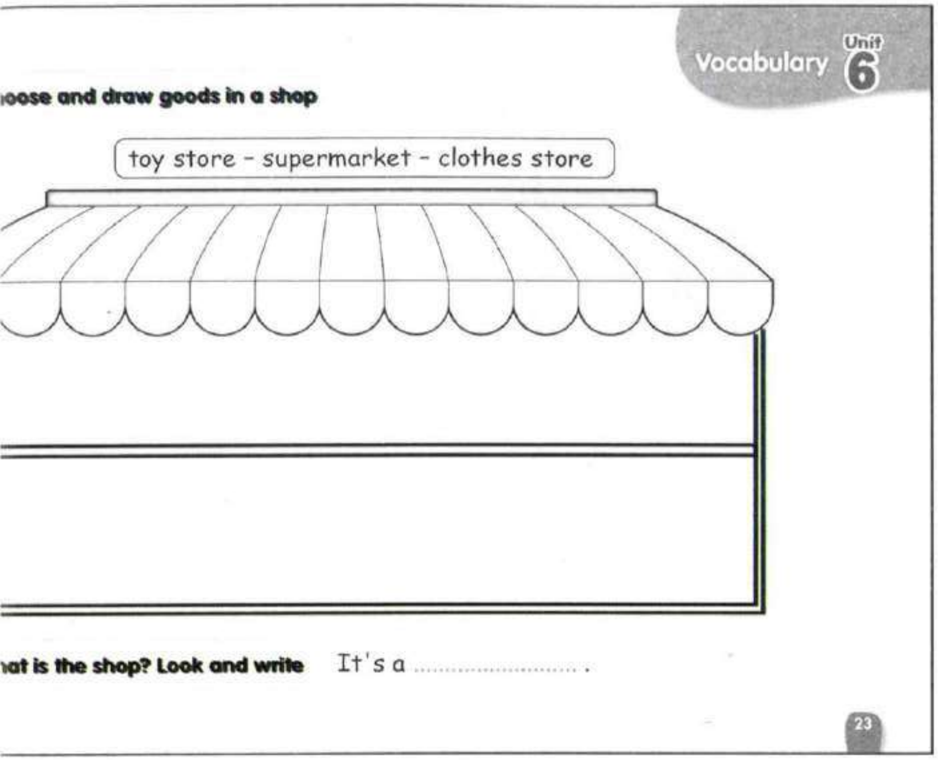
- Using the flash cards, revise the names of stores and what you can buy in them. Check that the students understand the word vegetables.
- Play a version of *Teacher says (1)* (Games Bank, page 154). Say *I buy toothpaste from the clothes store*. Students say *No!* Say *I buy fruit from the supermarket*. Students say *Yes!* Continue with different items and stores.

STUDENT'S BOOK page 25

1 Look and match

1 Help students to find page 25. Ask *What can you see in the picture?* Encourage students to name items and stores.
2 Now ask students to match the items in the top row with the stores in the bottom row, as in the example. Go around and monitor as they work.
3 Encourage students to make sentences when you check their answers, e.g. *I buy toothpaste from the pharmacy.*
4 Praise all correct answers.




Vocabulary Unit 6

oose and draw goods in a shop

toy store - supermarket - clothes store

at is the shop? Look and write It's a ....

23

ACTIVITY BOOK page 23

1 Choose and draw goods in a shop

1 Help students to find page 23 in the Activity Book. Look at the picture with the class. Explain that they can choose what to put in the store. Before they start, discuss what things they might find in a particular store, e.g. a clothes store. Put their ideas on the board.
2 Now ask them to choose one store and draw the goods that they might find in this store. They do not have to know the English word for every item, as long as it is appropriate for the type of store.
3 Go around and monitor, offering help as necessary. Encourage students to share colored pencils or crayons.

2 What is the shop? Look and write

1 You may want to complete your own store picture while the students are completing exercise 1. Hold up your picture as an example and talk about it *This is a toy store. I buy teddy bears and toy cars from the toy store.*
2 Now encourage students to talk about their own pictures in the same way. They do not have to know the words for all the items they have drawn.
3 Ask a few students to show their pictures to the class and to say what they can about them. Praise all good work.

Fast finishers

- Students can work in pairs to show their pictures to their partner.

Consolidation game

- Play *Memory* (Games Bank, page 153) using the flash cards.

LESSON 7 SB page 26 AB page 24

Objectives: To decide on / determine your wants and needs
To be aware of the difference between want and need
To complete sentences
To categorize words correctly

Vocabulary: *jacket, water, lollipop, food, teddy bear; hungry, thirsty, cold, yummy*

Language: *I'm (hungry). I need (food).*
I want a (teddy bear).

Materials: Student's Book, page 26
Activity Book, page 24
Unit 6 poster
Digital Toolkit
Pictures of very hot and very cold weather
A bottle of water, a lollipop

Opener

- Revise the clothes words with the class using the flash cards or the Unit 6 poster.

Presentation

1 Hold up the picture of very hot weather and elicit *It's hot*. Mime being thirsty and say *I'm thirsty*. Now hold up a bottle of water and say *I need …* . Elicit *water* from the students. Say *I need water* several times and ask students to repeat. Now write the sentence on the board and circle the word *need*. Do the same with *I need a jacket*.
2 Hold up the picture of very cold weather and elicit *It's cold*. Say *I need …* . Elicit *a jacket* from the students. Say *I need a jacket* several times and ask students to repeat.
3 Show a lollipop. Say *The lollipop is yummy! Do I need a lollipop?* Shake your head and elicit *No!* Now say *Do I want a lollipop?* Write the sentence on the board and circle *want*. Nod your head and elicit *Yes!* Say *I want a lollipop several* times and ask students to repeat.


Wants and needs
Reading and writing
1 Read and compete
jacket
water
lollipop
food
teddy bear
1 I'm hungry. I need ....food.... .
2 Let's play. I want a teddy bear
3 I'm thirsty. I need ...water .
4 I'm cold. I need a ...jacket.... .
5 It looks yummy. I want a lollipop
Life skils: Self-management
26

STUDENT'S BOOK page 26

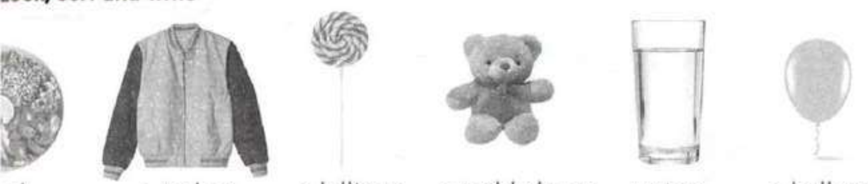
1 Read and complete

1 Help students to find page 26. Focus their attention on the pictures at the top and ask students to say what they can see.
2 Now focus on the first photo and read the sentence. Mime feeling hungry and say *I'm hungry. I need…* . Elicit the answer *food*.
3 Do the same for the second picture. Say *Let's play. I want a …* . See if students can complete the sentence with one of the words at the top (*teddy bear*).
4 Repeat the same procedure for sentences 3-5.

...nts and needs

Reading and writing Unit 6

Look, sort and write



...od a jacket a lollipop a teddy bear water a balloon

I want...	I need...
① a lollipop	① food
② a teddy bear	② a jacket
③ a balloon	③ water

ACTIVITY BOOK page 24

1 Look, sort and write

1. Help students to find page 24 in the Activity Book. Ask students what they can see in the pictures at the top (food, a jacket, a lollipop, a teddy bear, water, a balloon).
2. Now ask students to read the words in the table. Elicit a suitable answer for I want (*e.g. a teddy bear*) and for I need (*e.g. food*). Ask students to draw the items in the correct column.
3. Students complete the table in pairs. Go around and monitor while they are working.
4. When they have finished, randomly choose a few students to make sentences from the table, e.g. *I want a lollipop.*

Fast finishers

- In pairs, students add more words to their lists using items that are not in the pictures, *e.g. I need my mommy / I want a doll.*

Consolidation game

- Play *Mime it* (Games Bank, page 153). Mime different actions from the lesson, e.g. drinking, putting on a jacket, eating, playing with a toy, eating a lollipop. Students make a sentence for each one: *You need water/food/a jacket. You want a toy/a lollipop, etc.*

Unit 6

LESSON 8 — SB page 27 — AB page 25

Objectives: To identify and describe types of stores
To talk about needs and wants
To sing a song
To identify rhyming words

Vocabulary: *meat, butcher, cut, carpenter, make, shelves, seamstress*

Language: *This is a (supermarket). It sells (fruits).*
A (supermarket) needs a (butcher). A (butcher cuts meat).

Materials: Student's Book, page 27
Activity Book, page 25
Unit 6 poster
Class CD
Digital Toolkit
Flash cards: toy store, supermarket, pharmacy, clothes store; butcher, carpenter, seamstress
Some real or pretend money

Opener

- Revise the vocabulary for clothes items using the Unit 6 poster.
- Revise the names of stores using the flash cards.

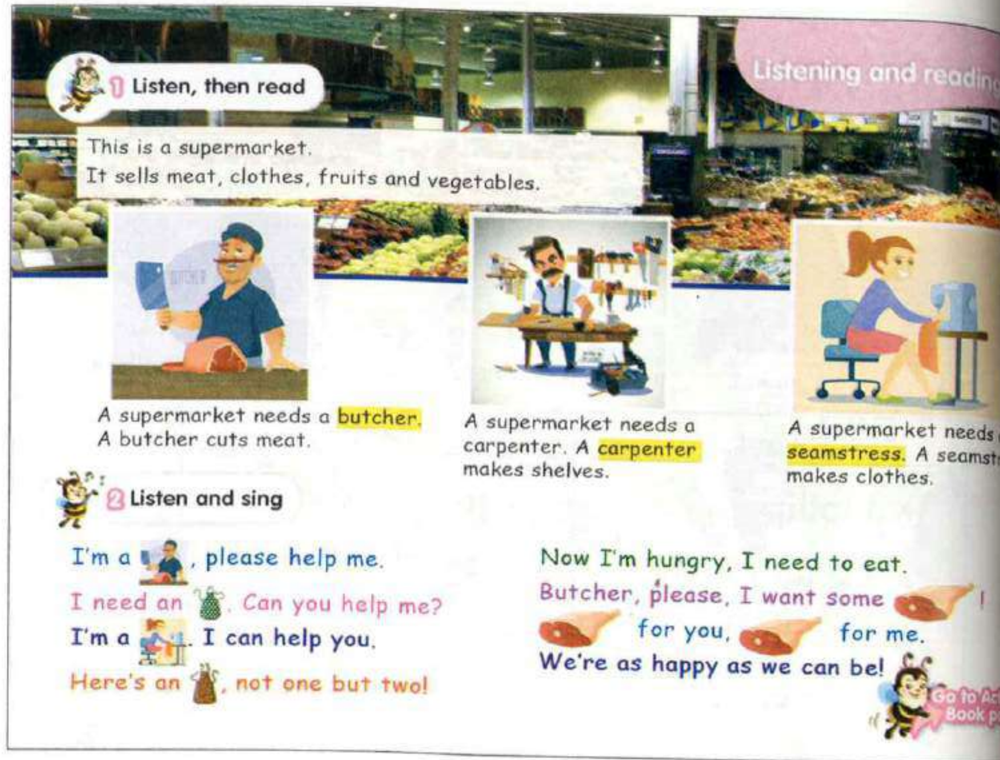
Presentation

1 Use the flash cards to present: *butcher, carpenter, seamstress.*
2 Ask a student to come to the front of the class and give him or her some money. Hold up the butcher flash card and say *I'm a butcher. I sell meat*. Ask students to repeat *I sell meat*.
3 Now hold up the flash card for supermarket. Elicit the word and then ask students *What does a supermarket sell?* Elicit any suitable answers.
4 Explain that today they are going to find out what a supermarket sells and why it needs different people to work there.

STUDENT'S BOOK — page 27

1 Listen, then read

1 Help students to find page 27. Point to the pictures and ask students to say what they can see.



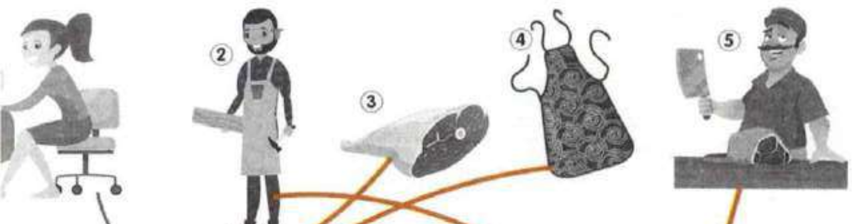
2 Play the recording. Students listen and read.
3 Now ask students to read one sentence each. Give them plenty of time to do this and praise all good work.
4 You could play the recording one sentence at a time, and then ask students to repeat what they hear by reading the sentence aloud.

Audioscript

This is a supermarket.
It sells meat, clothes, fruits and vegetables.
A supermarket needs a butcher. A butcher cuts meat.
A supermarket needs a carpenter. A carpenter makes shelves.
A supermarket needs a seamstress. A seamstress makes clothes.

2 Listen and sing

1 Before students listen to the song, ask them to look at the pictures and encourage them to say what they can see.
2 Explain that the pictures are clues to the words they will hear in the song.


Listening and reading Unit 6

ook and match

neat

b apron

c seamstress

d carpenter

e butcher

isten and underline words that rhyme with "eat"

me meat feet two

25

'lay the first line and ask students to repeat.
)o the same for each of the following lines.
'lay the song all the way through and encourage students to sing along.

udioscript

ı a butcher, please help me.
eed an apron. Can you help me?

ı a seamstress. I can help you.
re's an apron, not one but two!

w I'm hungry, I need to eat.
tcher, please, I want meat!

at for you, meat for me.
're as happy as we can be!

ACTIVITY BOOK page 25

1 Look and match

1. Help students to find page 25. Ask *What can you see in the picture?* Encourage students to name the items and people/jobs.
2. Now ask students to match the pictures in the top row with the labels in the bottom row, as in the example (1-c seamstress). Go around and monitor as they work.
3. Praise all correct answers.

2 Listen and underline words that rhyme with "eat"

1. Write the word eat on the board and explain what *rhyme* means. Can students name any words in English that rhyme with *eat*? Elicit answers and put these on the board.
2. Ask students to listen and underline words that rhyme with *eat*.
3. Ask students for their answers.
4. Play the CD again to confirm their answers.

Audioscript

me meat feet two

Fast finishers

- Ask students in pairs to find other words that rhyme with eat.

Consolidation game

- Play *Go to the word* (Games Bank, page 152) with rhyming words (e.g. *me* and *three, you* and *two, meat* and *eat, cat* and *hat*). When students stop, say a word. The student who is standing next to the word that rhymes with this word wins that round.

LESSON 9 SB page 28 AB page 26

Objectives: To identify and use the letter sounds /k/ and /dʒ/
To find the letters *c* and *j*
To trace and copy the letters *c* and *j*

Vocabulary: *cap, cat, car, jacket, jam, jug*

Materials: Student's Book, page 28
Activity Book, page 26
Class CD
Digital Toolkit
Phonics cards: c/cap, j/jacket
A pencil for each student

Opener

- Play *Guess the picture* (Games Bank, page 153) to revise clothes.

Presentation

Letter sound /k/

1 Show the picture on the c/cap phonics card and ask *What is it?* Elicit *cap*. Then say *cap*. Students repeat after you.
2 Show the letter side of the phonics card and say /k/. Students repeat the sound /k/ with you.
3 Then show the picture on the card again and elicit *cap*.
4 Flip the card from the letter side to the picture side several times so that the students say /k/ … *cap* repeatedly.

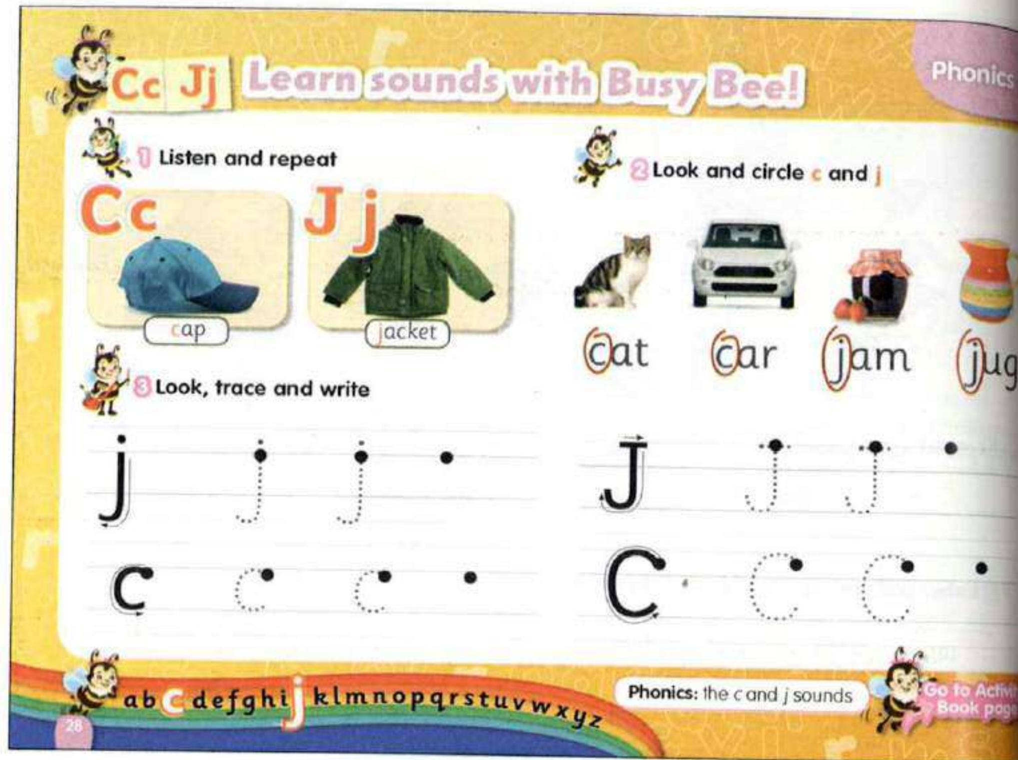
Letter sound /dʒ/

1 Show the picture on the j/jacket phonics card and ask *What is it?* Elicit *jacket* then say jacket. Students repeat after you.
2 Show the letter side of the phonics card and say /dʒ/. Students repeat the sound /dʒ/ with you.
3 Then show the picture on the card again and elicit *jacket*.
4 Flip the card from the letter side to the picture side several times so that students say /dʒ/ … *jacket* repeatedly.

STUDENT'S BOOK page 28

1 Listen and repeat

1 Help students to find page 28. Point to the picture of the cap on the left-hand side of the page and ask *What is it?* Students say the word *cap*.

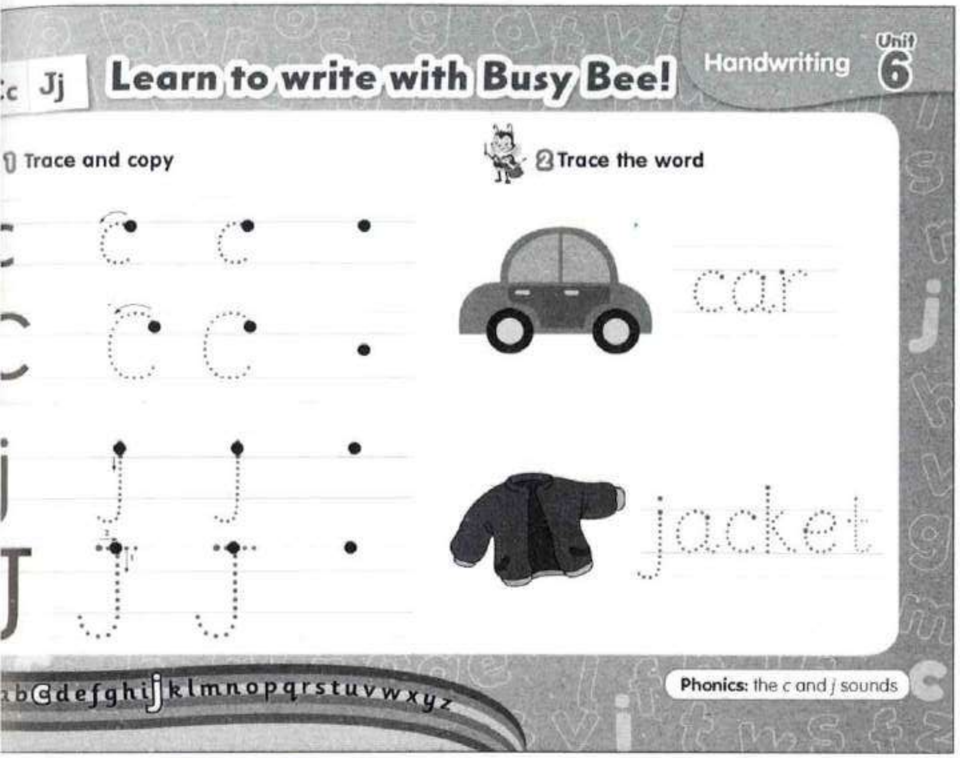


2 Then point to the letter *c* on the page and say the sound /k/. Students repeat after you. Practice this several times.
3 Play the CD. Sing the first part of the song to the class. Then play the second part, encouraging students to listen and repeat the /k/ sound. Pause the CD.
4 Repeat for the second verse for the /dʒ/ sound and jacket.

Audioscript

Everyone listen
Listen to me
Listen and repeat
Repeat after me
/k/
/k/, /k/
/k/, /k/, /k/!
/k/, cap
Cap!

Everyone listen
Listen to me
Listen and repeat
Repeat after me
/dʒ/
/dʒ/, /dʒ/
/dʒ/, /dʒ/, /dʒ/!
/dʒ/, jacket
Jacket!



Look and circle c and j

Look at the pictures with the class and elicit the items. *What can you see? (cat, car, jam, jug).* Say the words together with the class.

Point to the cat. Say the word *cat* Say /k/ *cat*. Point to the *c* and show the students how to draw a circle around it.

Point to the car. Say the word *car*. Say /k/ *car*. Ask students to draw a circle around *c*. Ask them to hold up their books to show you their answers.

Repeat the same procedure for *jam*. Ask students to draw a circle around *j*. Ask them to hold up their books to show you their answers.

Repeat the same procedure for *jug*. Ask students to draw a circle around *j*. Ask them to hold up their books to show you their answers.

Look, trace and write

Model the letter formation for the small letter *j*. With your back to the class, write a large letter *j* in the air with a finger while saying the sound /dʒ/, making the starting point and direction of writing clear.

Students copy the letter in the air several times, saying the letter sound as they do so.

Then demonstrate with one student how to write the letter on another student's back, and ask all the students to do this in pairs.

4 Then model the correct letter formation on the board.
5 Repeat the same procedure for capital *J*.
6 Model the letter formation for the letter *c*. With your back to the class, write a large letter *c* in the air with a finger while saying the sound /k/, making the starting point and direction of writing clear.
7 Students copy the letter in the air several times, saying the letter sound as they do so.
8 Then demonstrate with a student how to write the letter on another student's back, and ask all the students to do this in pairs.
9 Then model the correct letter formation on the board.
10 Students trace over the dotted letters in their book with a finger.
11 Make sure students are sitting in a comfortable position for writing and are holding their pencils correctly.
12 Students then trace the second and third letters on each row and complete the lower case letter *c* on the first row, the upper case letter *C* on the second row, the lower case letter *j* on the third row, and the upper case letter *J* on the fourth row.

ACTIVITY BOOK page 26

1 Trace and copy

1 Students have a further opportunity to practice writing the letters *c* and *j* in their Activity Books.
2 Go around and monitor as they are working to check they are doing this well.

2 Trace the word

1 Ask students to say what they can see in the pictures. Elicit *car* and *jacket*.
2 Students trace over the letters in their book with a finger, saying the letter sounds as they trace.
3 Then they trace the letters with a pencil and say the completed words.

Fast finishers

- Put all the phonics flash cards taught so far on a table. Students practice pointing to and saying the words and letter sounds for the flash cards.

Consolidation game

- Play *Pass the letter* (Games Bank, page 153) with the letters c and j. You can also include other known letters in the game for revision.

LESSON 10 SB page 29 AB page 27

Objectives: To blend and write CVC (consonant - vowel - consonant) words
To unscramble CVC words

Vocabulary: *cap, jam, hat, cat, jet, jug*

Materials: Student's Book, page 29
Activity Book, page 27
Digital Toolkit
Unit 6 poster
Flash cards: cap, jam, hat, cat, jet, jug

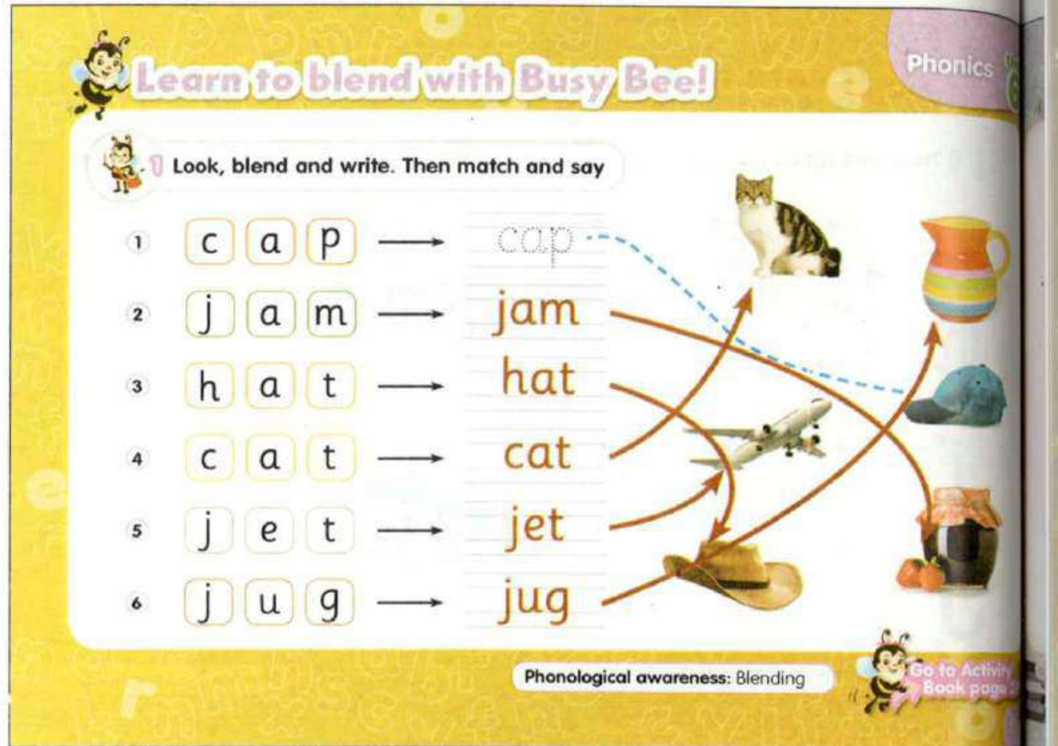
Opener

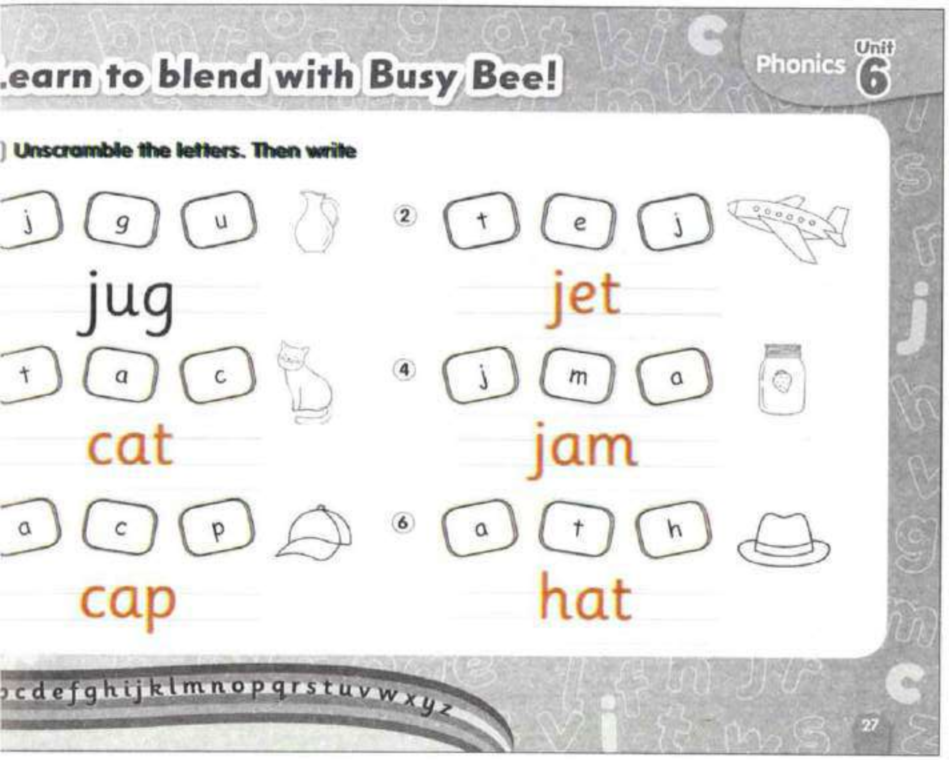
- Use the flash cards to revise *cap, jam, hat, cat, jet, jug*.
- Ask students if they can name any words that rhyme, e.g. cat and hat, two and you.

STUDENT'S BOOK page 29

1 Look, blend and write. Then match and say

1 Help students to find page 29. Point to the pictures and elicit the words for each one.
2 Point to the letters in 1. Say each letter sound /k/ /a/ /p/. Elicit the word *cap*. Students then trace over the word cap.
3 Repeat the same procedure for the words 2-6. Go around and check students are writing the words correctly. Guide students to work in groups to complete the task.
4 When students have written the words, they match them to the correct picture and say each word aloud.
5 Ask students to check answers in their groups while you move around and provide help.





ACTIVITY BOOK page 27

1 Unscramble the letters. Then write

1 Help students to find page 27 in the Activity Book. Ask students to say what is in the first picture (*jug*). Now point to the letters and explain that these are in the wrong order. Help them to say each letter and to blend them to say and write *jug*.

2 Repeat the same procedure for the other pictures and words.

Fast finishers

- Students color the pictures in the Activity Book, page 27.

Consolidation game

- Play *Tracing letters* (Games Bank, page 154) with the known letters: *i, t, h, b, m, n, p, r, d, s, j* and *c*.

Unit 6

LESSON 11 **SB page 30** **AB page 28**

Objectives: To identify needs during different seasons
To understand the importance of wearing appropriate clothes

Vocabulary: *weather, cold, hot, summer, winter, jacket, water*

Language: *The weather is (cold) in (winter). I need (a jacket).*

Materials: Student's Book, page 30
Activity Book, page 28
Digital Toolkit
Flash cards: cap, jacket, sweater, shorts, skirt, T-shirt, summer, winter
Unit 6 poster
Red, yellow and orange coloring pencils or crayons for each student
Optional: real clothes

Opener

- Use the Unit 6 poster, the flash cards or real clothes to revise *cap, jacket, sweater, shorts, skirt* and *T-shirt*.
- Play *Mime it* (Games Bank, page 153) with adjectives *thirsty, hungry, hot, cold*.

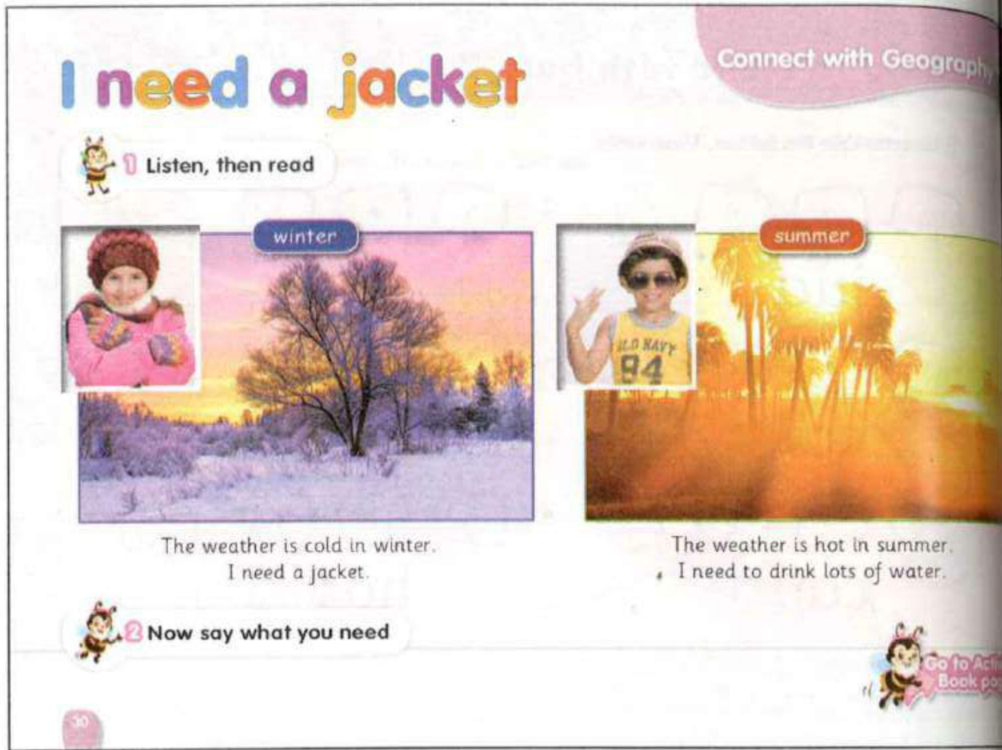
Presentation

1 Use the flash cards to present *summer* and *winter*.
2 Ask students if it is hot or cold in summer and winter. Ask if they like summer or winter.
3 Show them flash cards of different clothes (or real clothes if you have them). Students say if they are used in summer or winter. For example, show the flash card of a T-shirt. Students say *summer*. Then show the flash card of a jacket. Students say *winter*.

STUDENT'S BOOK page 30

1 Listen, then read

1 Help students to find page 30. Point to the photos and elicit *winter* and *summer*.
2 Play the recording. Students listen.
3 Play the recording again. Students listen and read.
4 Now encourage students to read without the recording. Praise their work to motivate other students to share their work.


Connect with Geography

I need a jacket

1 Listen, then read

winter

The weather is cold in winter.
I need a jacket.

summer

The weather is hot in summer.
I need to drink lots of water.

2 Now say what you need

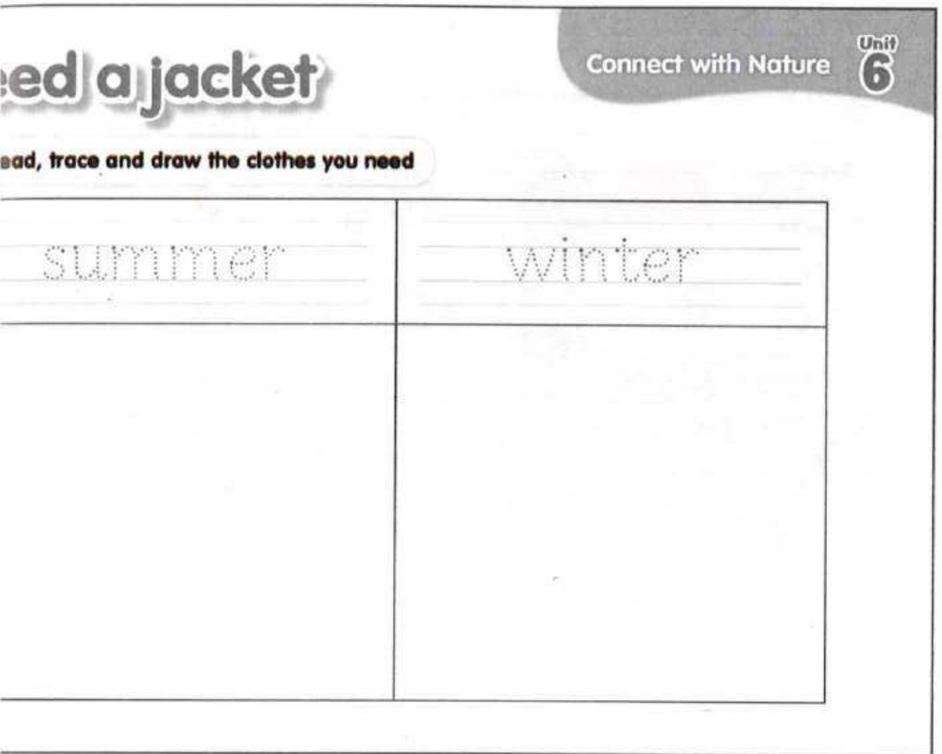
30

Audioscript

Girl: *The weather is cold in winter. I need a jacket.*
Boy: *The weather is hot in summer. I need to drink lots of water.*

2 Now say what you need

1 Refer students to the unit 6 poster. Ask them to say what they need in summer, for example, *I need a cap. I need a T-shirt and shorts. I need water.*
2 Then ask them to say what they need in winter, for example, *I need a jacket. I need a sweater.*
3 Praise all good answers, and motivate as many students as you can to share their work.


ed a jacket

Connect with Nature Unit 6

ead, trace and draw the clothes you need

summer	winter

ACTIVITY BOOK page 28

1 Read, trace and draw the clothes you need

1 Help students to find page 28. Ask them to read the two dotted words at the top.
2 Explain that they have to trace the two words, then draw what they need in summer and in winter in the spaces provided.
3 Go around and monitor as they are working and offer help and support.
4 Ask some students to display their work at the end.

Fast finishers

- Students color the pictures they just drew.

Consolidation game

- Play *Word whispers* (Games Bank, page 154) with a short sentence, for example *I need a jacket*.

LESSON 12 SB page 31 AB page 29

Objectives: To reinforce the ability to make a decision
To decide if clothes are suitable for summer or winter

Vocabulary: *sweater, skirt, T-shirt, jacket, pants, gloves, scarf, socks, woolen hat, sunhat, sandals, sunglasses, cap, shorts*

Materials: Student's Book, page 31
Activity Book, page 29
Unit 6 poster
Digital Toolkit
Flash cards: pants, gloves, scarf, socks, woolen hat, sunhat, sandals, sunglasses

Opener

- Revise clothes using the Unit 6 poster.
- Play *Mime it* (Games Bank, page 153) to practice using clothes vocabulary. Mime putting on different clothes, e.g. *a cap, a jacket, a sweater*. Students name the clothes.

Presentation

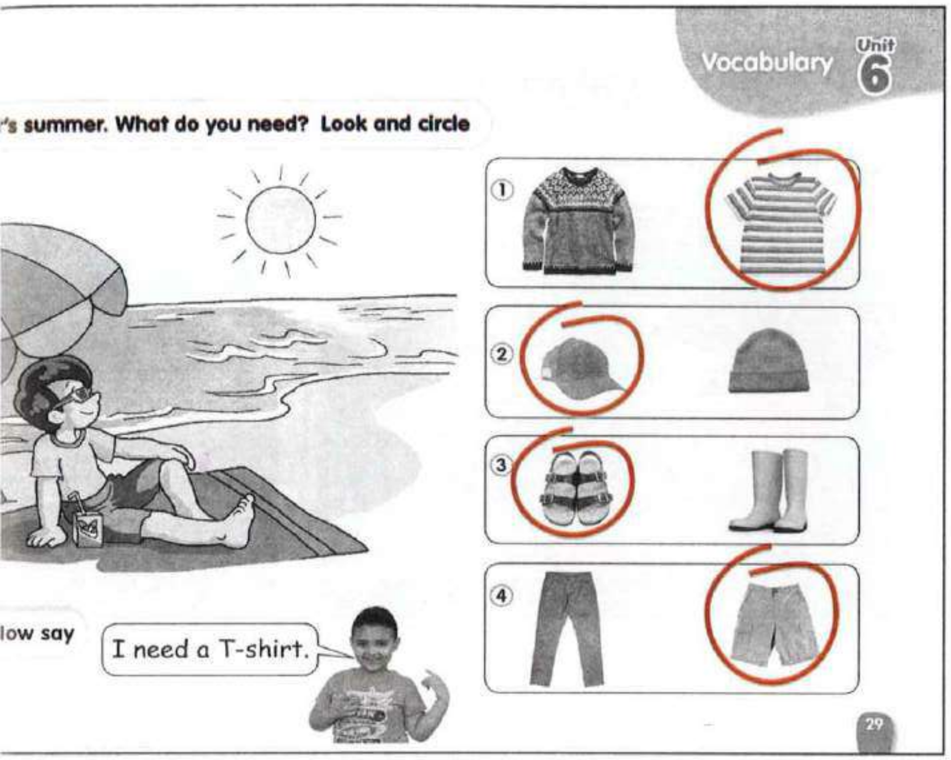
1 Use the flash cards to revise and present *pants, gloves, scarf, socks, woden hat, sunhat, sandals* and *sunglasses*.
2 Play *Mime it* (Games Bank, page 153) with the new clothes: *pants, gloves, scarf, socks, sandals, sunglasses*.

STUDENT'S BOOK page 31

1 Look and sort. Write the number below

1 Help students to find page 31. Ask students to say what they can see in the pictures.
2 Students then work in pairs to sort the clothes into what people wear in summer or winter. They write the number below each picture.
3 Check their answers. Encourage students to say the number and the name of each item of clothing. There may be more than one answer, for example, you could wear socks and sunglasses in summer or winter.





ACTIVITY BOOK page 29

1 It's summer. What do you need? Look and circle

1 Help students to find page 29 in the Activity Book.
2 Ask students to name the items of clothing in the pictures.
3 Students work in pairs to circle what they need in summer.
4 Go around the classroom as students work, helping as necessary.
5 Ask students to compare their answers with other pairs. Do they all agree?

2 Now say

1 Write the answers to exercise 1 on the board.
2 Choose confident students to come to the board and read the speech bubble the boy says, each time changing the piece of clothing.

Fast finishers

- Students work in pairs. They can say which of the clothes you need in winter.

Consolidation game

- Play *Sorting* (Games Bank, page 154) with the flash cards. Label the two circles *summer* and *winter*. Students sort the clothes into the correct categories.

LESSON 13 SB page32-35 AB page 30-31

Objectives: To listen to and follow a picture story
To think about the solution to a problem
To learn a new life skill (saving money)

Vocabulary: *favorite, flowers, happy, love, pound, present, save*

Language: *I have (one pound). I'll save it.*
Let's buy (a present for Mommy).
How much are (the flowers)? They're (ten pounds).
We need (2 pounds). What should we do?

Materials: Student's Book, pages 32–35
Activity Book, pages 30-31 and 81
Class CD
Digital Toolkit
Beads or counters
Pretend money
Scissors, glue and colored pencils
Price labels to put on classroom objects

Opener

- Ask a group of students to come to the front of the class. Give each one some pretend money or beads and counters. They should have different amounts each. Tell students that these are pounds. Ask students to repeat.
- Play a version of *Show me* (Games Bank, page 153). Say a number, *e.g. two*. The student with two pounds shows you their money and says *Two pounds*. Repeat with different numbers.

Presentation

1 Stick price labels on classroom objects, e.g. books, pens, paper, etc.
2 Point to one of the labels, for example on a pen and say *How much is the pen?* Elicit the answer from the students (e.g. *two pounds*). Repeat for the different objects.
3 Ask students to repeat the question *How much is the (pen)?*
4 Encourage students to ask and answer questions about the objects with price labels.



STUDENT'S BOOK pages 32-35

1 Listen, read and point

1 Help students to find page 32. Look at the story frames with the class. Ask them what and who they can see in the pictures by pointing at the characters and saying *Who / What is this?*
2 Ask students what they think Adam and Dina are doing (saving money to buy a present).
3 Play the CD from frames 1-5. Students listen and point to each frame.
4 After the end of frame 5, pause the CD. Read Busy Bee's question at the top. Ask students to think about how much money they need (two pounds).
5 Ask students to look at the flowers in the flower shop. Say *How much are the yellow flowers? How much are the white, red, purple and orange flowers?* Students answer.
6 Read the question in the *Think!* Box with the class. Can the students suggest what the children can do now?
7 Continue playing the story. Were students' predictions correct?





Audioscript

1:	**Dina:**	*I have one pound. I'll save it.*
	Adam:	*Let's buy a present for Mommy.*
2:	**Dina:**	*I have 5 pounds.*
	Adam:	*I have 3 pounds.*
3:	**Busy Bee:**	*Let's buy some flowers*
	Adam:	*Mommy loves flowers!*
4:	**Dina:**	*How much are these flowers?*
	Busy Bee:	*Look! They're 10 pounds.*
5:	**Adam:**	*5 pounds and 3 pounds. That's 8 pounds.*
	Dina:	*Oh no! We need 2 pounds. What should we do?*
6:	**Dina:**	*Let's buy these yellow flowers!*
	Busy Bee:	*Mommy will be very happy!*
	Adam:	*Yes, yellow is Mommy's favorite color.*

1 Play the story again. Students listen, point to each frame and join in with any words they can.

2 Ask students to work in groups of three to read the story together. One of the students should be Adam, one should be Dina and one should be Busy Bee. When they have read the story once, they can swap parts and read again. Go around the classroom as the children work, helping them to read and pronounce the words correctly.

Unit 6

Class activity (optional)

- Help students to get into six groups. Allocate each group a frame from the story to act out. Circulate, making sure that students know who is speaking in each frame and what they are saying.
- Gather the whole class together to act out their story frames in order.

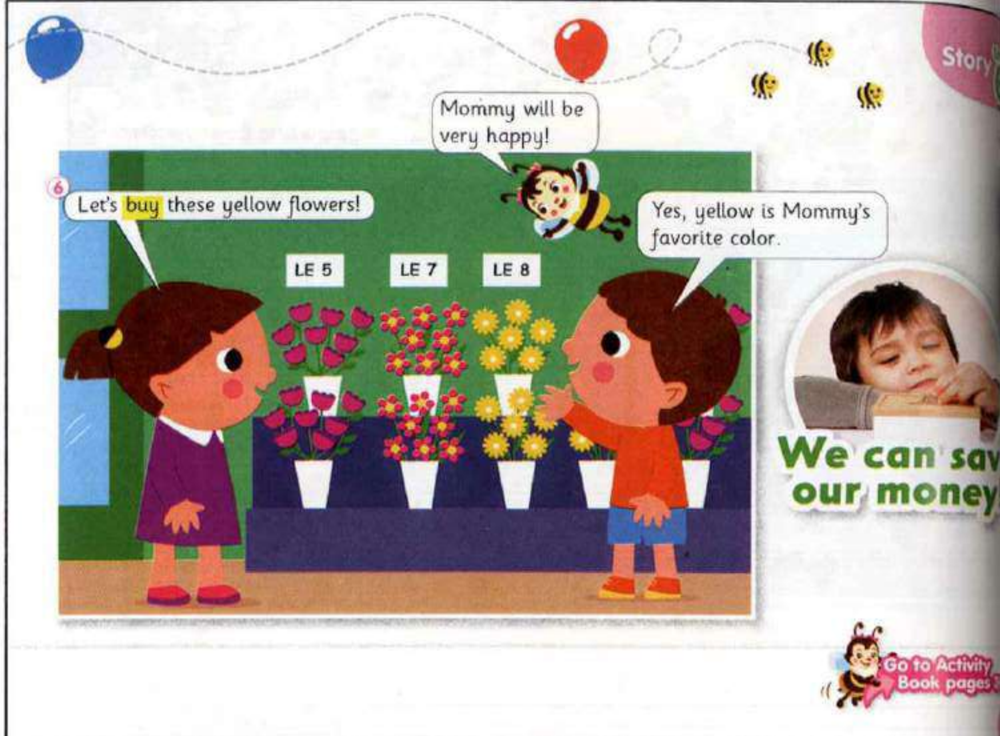
Consolidation game

Ask students if they buy presents for their parents. What presents do they buy? Play *Guess the picture* (Games Bank, page 153) with things they might buy for their mothers, for example: flowers, cups, a cap, sunglasses, food.

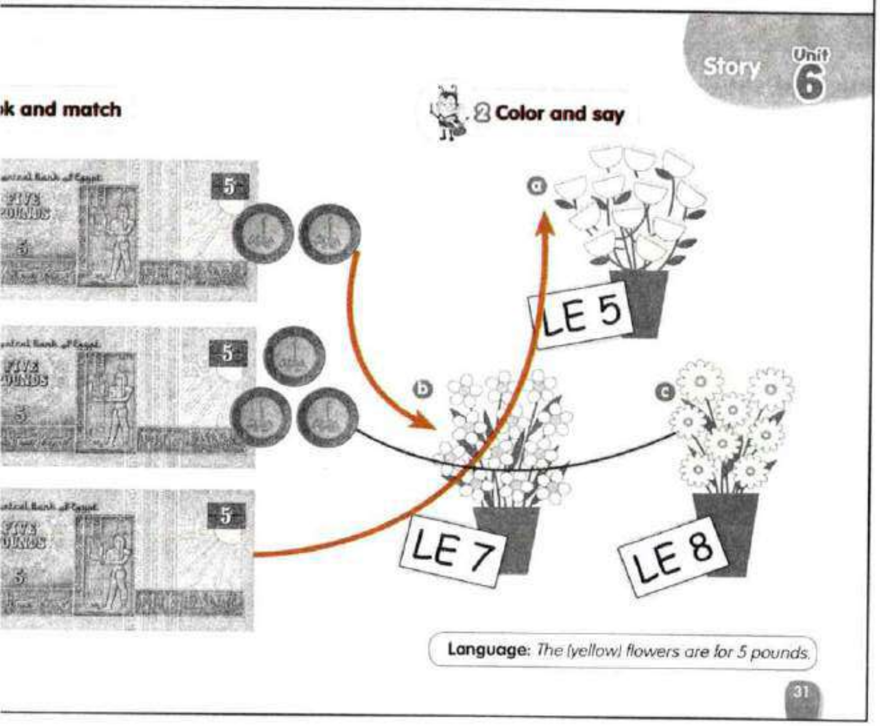
We can save our money!

1 Help students to find page 32. Students read the story again. Ask them to tell you about the story. *How much money does Dina have? (5 pounds) How much money does Adam have? (3 pounds) How much money do they need? (2 pounds) What do they do?* (*Buy flowers for 8 pounds.*) *Will Mommy be very happy? (Yes) Does she like yellow flowers?* (Yes) Praise all correct answers.

2 Help students to find page 35. Look at the *We can save our money!* photograph with the class. Ask *What can you see?* (A boy is saving money) Do students save money? Ask *Do you save your money?* Encourage students to save money so they can buy important things when they need them.







Unit 6

ACTIVITY BOOK page 30

1 Listen, cut and stick

1 Help students to find page 81 and to cut out the story frames.
2 Ask students to work with a partner to see if they can arrange the pictures in the correct order on the table in front of them. Circulate, asking each pair what they think is happening in each story frame.
3 Help students to find page 30. Play the CD, pausing after each frame to allow students to stick the pictures into place.
4 Go around to check they have done this correctly. Praise all good answers.

Audioscript

1:	**Dina:**	*I have one pound. I'll save it.*
	Adam:	*Let's buy a present for Mommy.*
2:	**Dina:**	*I have 5 pounds.*
	Adam:	*I have 3 pounds.*
3:	**Busy Bee:**	*Let's buy some flowers*
	Adam:	*Mommy loves flowers!*
4:	**Dina:**	*How much are these flowers?*
	Busy Bee:	*Look! They're 10 pounds.*
5:	**Adam:**	*5 pounds and 3 pounds. That's 8 pounds.*
	Dina:	*Oh no! We need 2 pounds. What should we do?*
6:	**Dina:**	*Let's buy these yellow flowers!*
	Busy Bee:	*Mommy will be very happy.*
	Adam:	*Yes, yellow is Mommy's favorite color.*

ACTIVITY BOOK page 31

1 Look and match

1 Help students to find page 31 and ask students to say what they can see in the pictures (*pounds and flowers*).
2 Ask students to match the amount of money on the left with the correct price tags on the right. They can do this in pairs.
3 Check their answers and praise good work.

2 Color and say

1 Students can color the pictures.
2 You can make these into a classroom display and use it to practice the story vocabulary.

Consolidation game

- Play *Memory* (Games Bank, page 153). Put price labels on around six different classroom objects on your desk. Ask students to try to remember the prices. Cover the items with a cloth. Ask students to say how much each item costs.

LESSON 14 SB page 36 AB page 32

Objectives: To work on a project
To make a paper doll
To present your dolls to the class

Vocabulary: *jacket, shorts, skirt, T-shirt, cap, sweater*

Language: *It's a (yellow T-shirt).*

Materials: Student's Book, pages 36 and 95
Activity Book, page 32
Digital Toolkit
Flash cards: jacket, shorts, skirt, T-shirt, cap, sweater
Blue, red, yellow and green coloring pencils or crayons for each child
Scissors and glue
A soft ball
A completed paper doll

Opener

- Revise clothes vocabluary using the flash cards.
- Play *Catch and say* (Games Bank, page 152) to revise items of clothing further.

STUDENT'S BOOK page 36

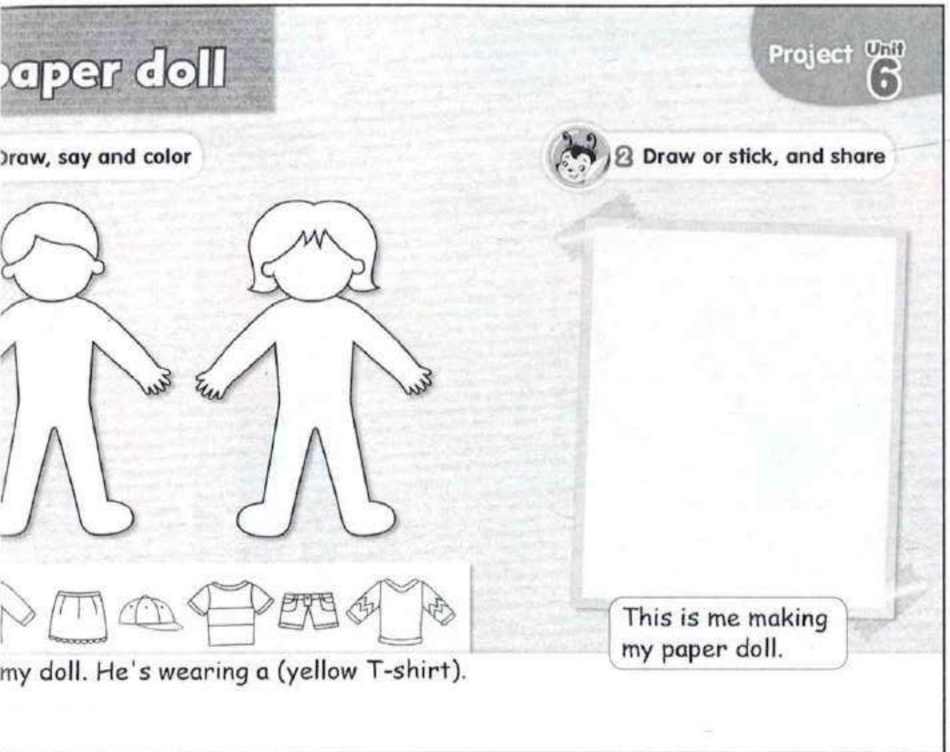
1 Make a paper doll

1. If you have made a paper doll, show this to the class. Say *This is a paper doll*. Make sure each child has seen it properly by taking it around the class.
2. Help students to find page 36. Look at the pictures together with the class. Say *Look, the children are making a paper doll. Here are the materials. They use the cut-outs. They color the clothes and put them onto the dolls.*
3. Explain to the class that they are going to make their own paper dolls following the instructions in the pictures.
4. Demonstrate the procedure: First, they carefully cut out the outlines from page 95. Then they take the dolls and the clothes. They color the clothes and then put them onto the dolls.
5. Make sure each child or table has the correct materials. Monitor students' work. Ensure that they clean and tidy up when they finish.



2 Look and say

1. Display students' dolls in the classroom. Help students to show their dolls to the class. Encourage students to talk about their dolls: *This is my paper doll. She is wearing a yellow skirt.*
2. Praise their work. Say *Well done, everyone! Fantastic dolls!*



ACTIVITY BOOK page 32

1 Draw, say and color

1. Help students to find page 32 in the Activity Book.
2. Students draw two more dolls, like the ones they made in the project. This time they can choose different clothes and different colors.
3. Encourage students to describe their dolls as they are working. Motivate them to go on describing their dolls without interruption.

2 Draw or stick, and share

1. Students can draw a picture or stick in a photo of their completed paper dolls.
2. Then they can present their photos to the class, saying: *This is me making my paper doll.*

Consolidation game

- Play *Catch and say (2)* (Games Bank, page 152) using all the clothes they know.

For the next class

- Ask students to bring their favorite clothes that they would like to share with the class.

LESSON 15 SB page 37 AB page 33

Objectives: To revise the unit content
To show and tell about clothes from home

Vocabulary: *T-shirt, pants, shoes, jacket, scarf, woolen hat, cap, water, shorts, sweater*

Materials: Student's Book, page 37
Activity Book, page 33 and 89
Unit 6 poster
Flash cards: pajamas, school uniform, apron, kitchen, sports, toothpaste, teddy bear, fruit; toy store, pharmacy, supermarket, clothes store, butcher, carpenter, seamstress, summer, winter, pants, gloves, scarf, socks, woolen hat, sunhat, sandals, sunglasses
Digital Toolkit
Coloring pencils or crayons
Students' paper dolls from Lesson 14

Opener

- Look at the paper dolls that the students made in Lesson 14 together, and talk about them as a class.
- Ask the students what they can remember from this unit. Say *What can you remember?* Look at the flash cards and posters together again and revise the unit vocabulary.

STUDENT'S BOOK page 37

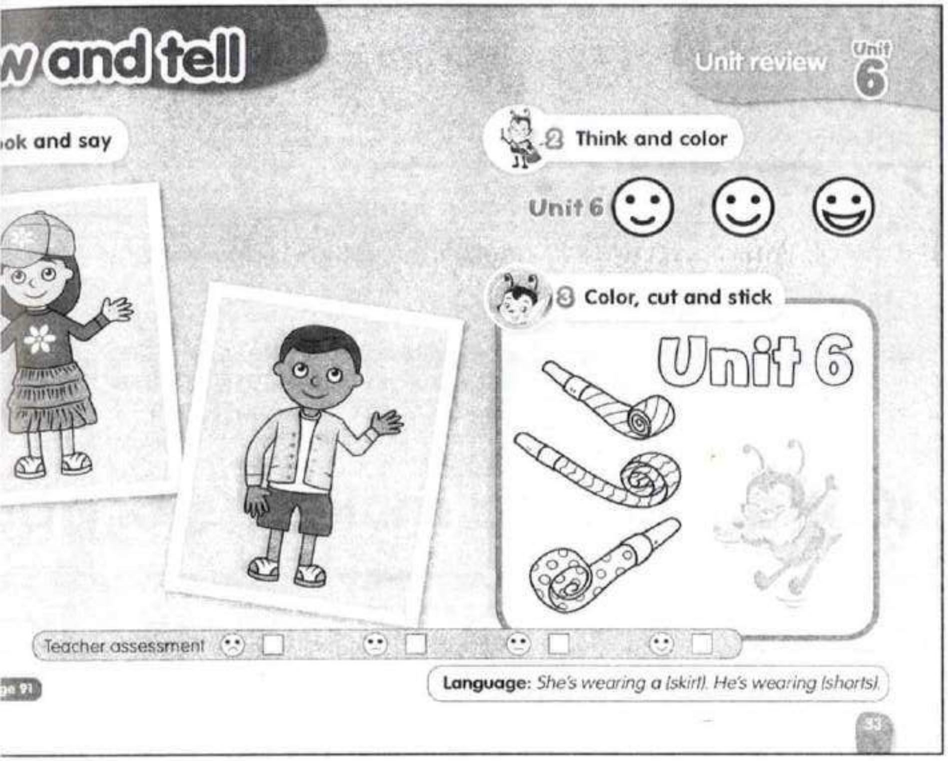
1 Show and tell

1 Make sure students have their favorite clothes with them. If any students do not have a special item of clothing with them, they can talk about what they are wearing.
2 Help students to find page 37. Look at the page with the class and explain that the children in the photograph are talking about their favorite clothes.
3 Say *Let's talk about our favorite clothes.*
4 Invite some students to come to the front to show their clothes and to say what they can about them: *It's a red T-shirt. I need sunglasses in summer. For sports, I wear a cap and a T-shirt, etc.*
5 Students could also do this activity in pairs.
6 Help students with any vocabulary that they have not learned yet.



2 Look and color

1 This is a self-assessment activity. Students look at the categories: *Vocabulary* (for the new words in the unit), *Life skills* (understanding what clothes they need for different seasons), *Phonics* (if they know the letter sounds /k/ and /dʒ/), *Problem-solving* for their understanding of the need to save money in the story, and *Project* (for their paper dolls).
2 For each category, students color the smiley face next to the pictures if they feel they have understood the section.



ACTIVITY BOOK page 33

1 Look and say

1 Help students to find page 33 in the Activity Book.
2 Say *Look and say*. Students say what they can about the girl and the boy in the pictures. They can do this in pairs. Monitor while they are doing this.
3 Ask a few students to share their ideas with the class.

2 Think and color

1 This is a self-assessment activity. Students reflect on the unit and decide how well they have understood it. They choose the correct face and color it in. They could use the *Look and color* activity on Student's Book, page 37 to help them decide.
2 Go around the classroom and guide students as they work, motivating them and praising their good work.

3 Color, cut and stick

1 Students color the pictures and the unit number.
2 Help the students find the Unit 6 cut-outs at the back of the Activity Book (page 91). Students find the correct bee figure, cut it out and stick it in the correct place on page 33.
3 See the notes on page xvii for guidance on how to complete the *Teacher Assessment* at the bottom of the page.

Fast finishers

- Ask students to look back at Unit 6 in their Student's Book with a partner, pointing to and saying as many words as they can.

Consolidation game

- Play *What's missing?* (Games Bank, page 154) with the unit flash cards.

LESSON 16

AB pages 34-36

Objectives: To cut and fold pages to make a story book
To understand the importance of wearing appropriate clothwsg

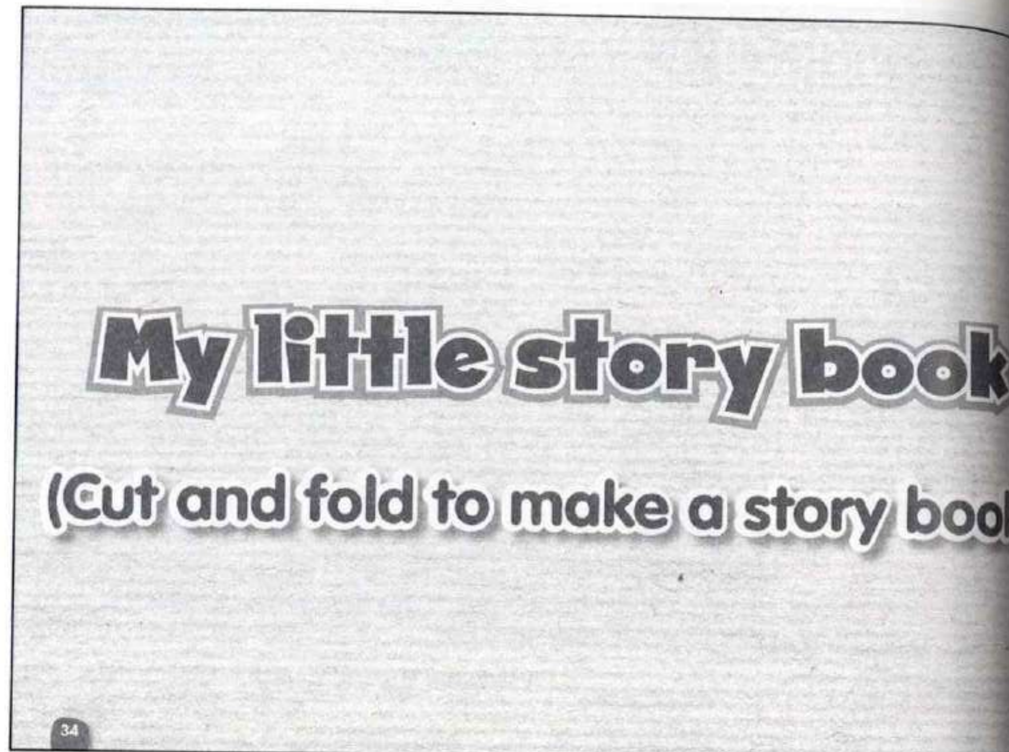
Vocabulary: *sun, hot, shorts, T-shirt, cap*

Language: *It's hot. Put on (your cap). Where's the sun?*

Materials: Activity Book, pages 34-36
Unit 6 poster
Flash cards: winter, summer, hot, cold
Scissors, paper and glue

Opener

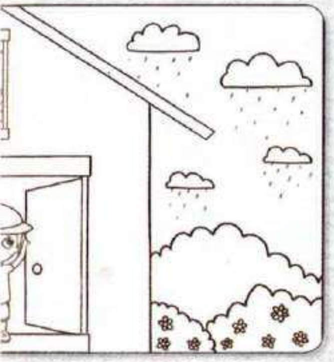
- Use the flash cards to revise *winter, summer, hot, cold.*
- Ask students what they need in summer and winter (*I need a jacket in winter. I need water in summer*).
- Ask students what other clothes they wear in winter to revise *hat, gloves, scarf, socks*, etc.
- Play a version of the *Mime it* (Games Bank, page 153). Mime putting on different clothes. For each one, say *I can put on my…* . Students say the item of clothing, e.g. *I can put on my jacket.* Do this for several items of clothing.


My little story book
(Cut and fold to make a story boo
34

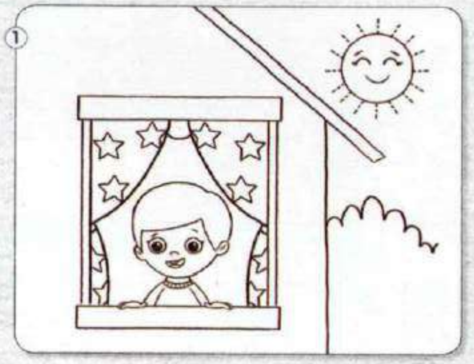
My name: ____________

fold

It's sunny



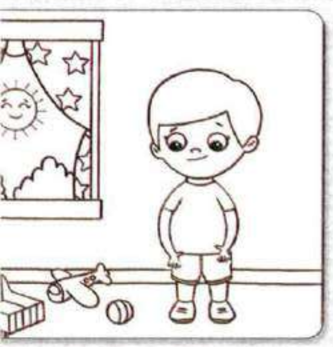
...! Where's the sun?
...'s rainy. I'm sad.



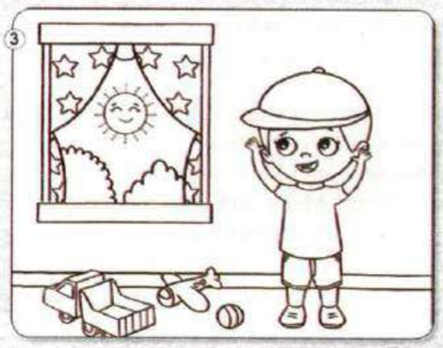
It's sunny. I'm happy.

35

fold



Put on your shorts.
Put on your T-shirt.



Put on your cap.

ACTIVITY BOOK pages 34-36

It's sunny

1 Ask students to look at the pictures. Explain that they tell a story.
2 Explain that students need to cut out the pages first and fold them to be able to read the story.
3 Go around and monitor to check that they are doing this correctly.
4 Next, they color the pictures.
5 Finally, ask students to read the story. Each pair can read a line at a time.
6 Ask students *Why is the boy happy?* (Because it is sunny). *What is he wearing?* (a cap, shorts and a T-shirt). *Why is he sad at the end of the story?* (Because it is rainy). Remind students that it is important to wear the correct type of clothes for each season.

Fast finishers

- Students work in pairs to say what clothes they can put on.

Consolidation game

- Play *Word whispers* (Games Bank, page 154) with a short sentence, e.g. *Rana can put on her jacket.*

LESSON 1

SB page 40 AB page 38

Objectives: To identify vocabulary for plants and animals in a picture
To find and count plants and animals in pictures

Vocabulary: *cabbage, carrot, cow, hen, pumpkin, rabbit*

Materials: Student's Book, page 40
Activity Book, page 38
Digital Toolkit
Flash cards: cabbage, carrot, cow, hen, pumpkin, rabbit
Unit 7 poster
Optional: recordings of animal sounds
Pictures of four or more animals, stuck onto cardboard and cut into jigsaw pieces for the class activity

Opener

- Play *Tracing numbers* (Games Bank, page 154) to revise numbers 1-10.

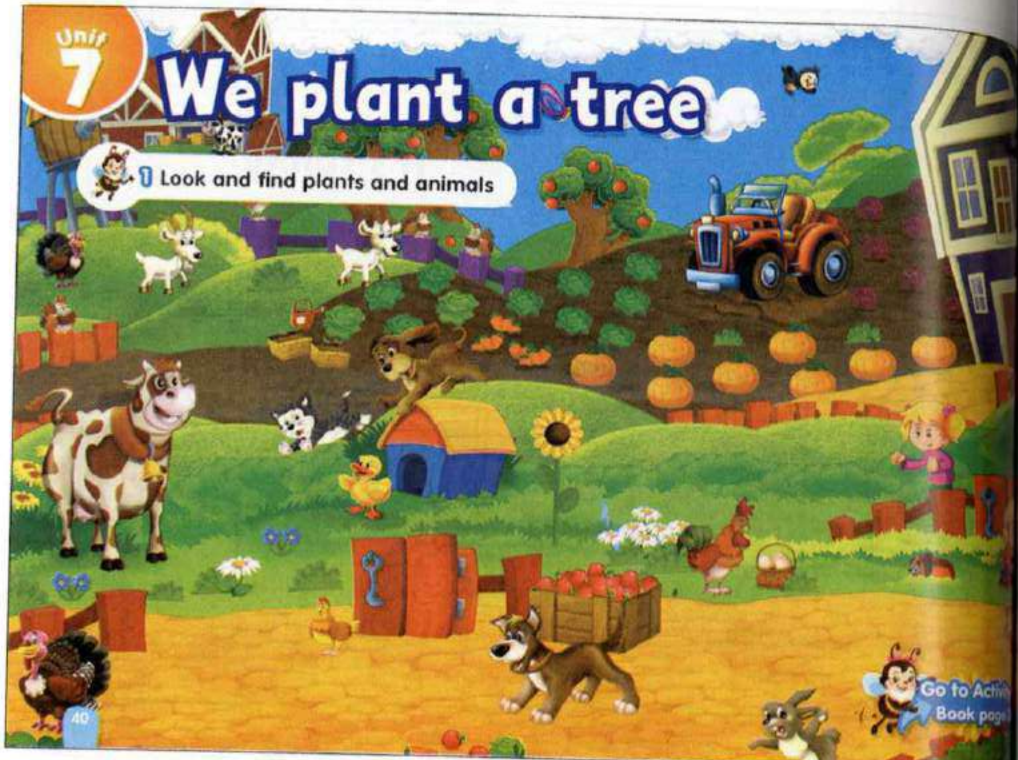
Presentation

1 Use the flash cards to present *cabbage, carrot, cow, hen, pumpkin* and *rabbit*.
2 Then point to each item in turn and ask *What is this?* Vary the order you point to the items.
3 You can also practice the new words using the unit poster. Point to items on the poster for students to repeat chorally and individually. Ask individual students to come to the front of the class. Point to an item on the poster and ask *What's this?* Help the student to say the word.
4 Review the animals vocabulary by making animal noises for a cow, a hen, and any other animals that students know in English (you can use a recording of these if available). Students listen and say the animal.

STUDENT'S BOOK page 40

1 Look and find plants and animals

1 Help students to find page 40.
2 Ask students *What can you see in the picture?* Encourage students to name as many plants and animals as they can in the picture. They should be able to recognize *apple, bee* and *bird* as well as the items on the flash cards. Praise all correct answers.



3 As a student names an object, ask them *What color is it?* Encourage them to say as much as they can about everything they can see in the picture. Ask *Is it summer or winter?* (*summer*)
4 Praise all correct answers.

Class activity (optional)

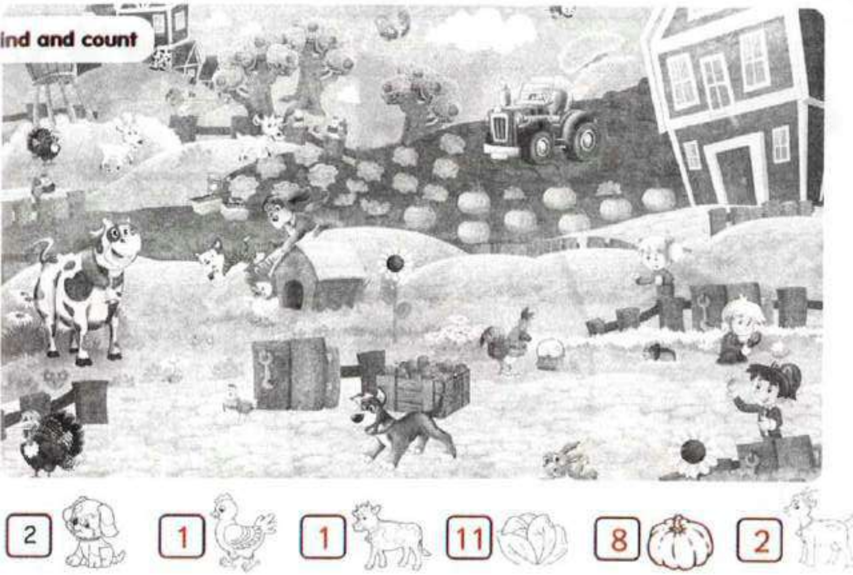
- Explain to the class that you are going to do a fun activity to practice the English they know. Help the children to get into small groups. Sharing and taking turns will be very important in this activity.

Animal jigsaw

1 Stick photos of four or more animals that students know onto some cardboard. Then cut the pictures into sections (for example, showing the animal's tail, legs, body and head). Then jumble the pieces. Make sure each animal's pieces are not mixed with another's pieces.
2 In their groups, students put the animals back together again. Encourage students to name the animals and any parts of animals that they can.
3 When they have finished, jumble up the pieces for the next group.

Vocabulary Unit 7

We plant a tree



TIVITY BOOK page 38

nd and count

- lp students to find page 38 in the Activity Book. Use the bottom row of pictures elicit the plants and animals. Ask *What's this?* to elicit the names.
- ll students that they are going to find and count these plants and animals in the ain picture.
- int to the dog. Say *dog*. Ask students to repeat.
- y *How many dogs?* Encourage students to count the dogs in the picture.
- peat steps 3-4 with each of the other plants and animals in the bottom row.
- around the classroom, asking students to point to the plants and animals as y are counting and to give the numbers. Do they all agree?

Fast finishers

- Students can work with their shoulder partner to find and count the other animals (bees, rabbits, turkeys, duck, bird, mouse).

Consolidation game

- Play *Sorting* (Games Bank, page 154). Draw two circles on the board and label one *Plants* and the other *Animals*.
- Use the flash cards to present the items. Students tell you which circle to put the flash cards in.

LESSON 2 SB page 41 AB page 39

Objectives: To use vocabulary for plants and animals
To match pictures of plants and animals with word labels
To trace the words for plants and animals

Vocabulary: *cabbage, carrot, cow, hen, pumpkin, rabbit*

Materials: Student's Book, page 41
Activity Book, page 39
Class CD
Digital Toolkit
Flash cards: cabbage, carrot, cow, hen, pumpkin, rabbit
Unit 7 poster
A soft ball
A pencil for each student
Colored crayons

Opener

- Revise animals and plants using the flash cards.
- Play *Catch and say* (Games Bank, page 152) with animals and plants.

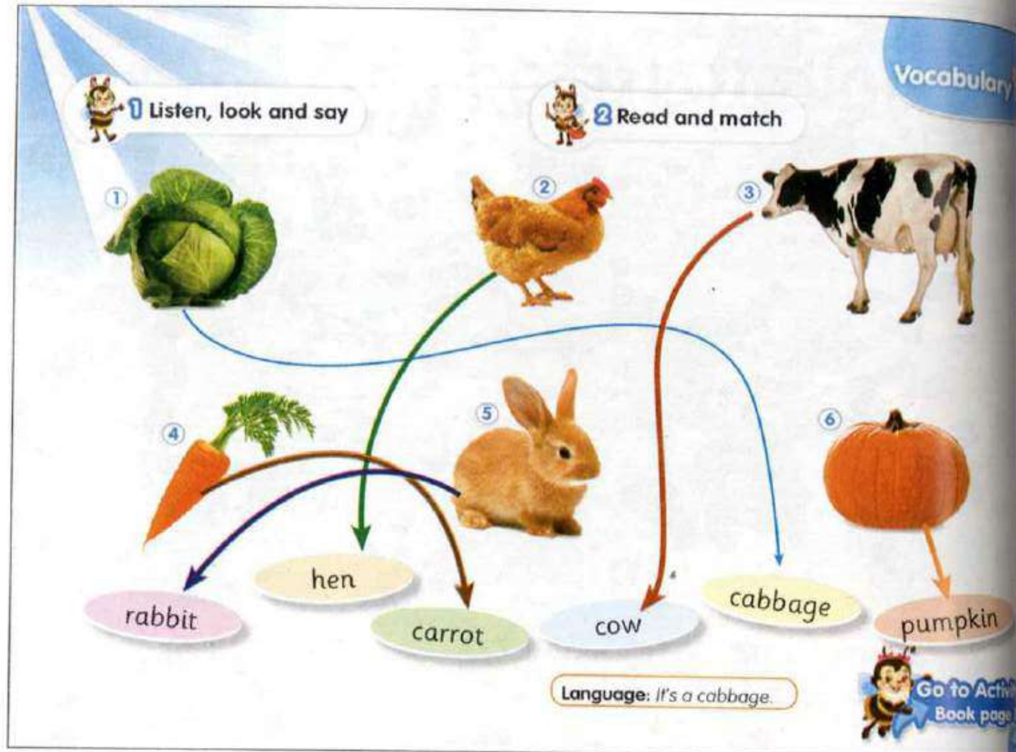
STUDENT'S BOOK page 41

1 Listen, look and say

1 Help students to find page 41. Use the pictures to elicit the words. Ask *What's this?*
2 Then say *Now listen, look and say*. Play the CD, pausing after each word for students to repeat as they point to the pictures.

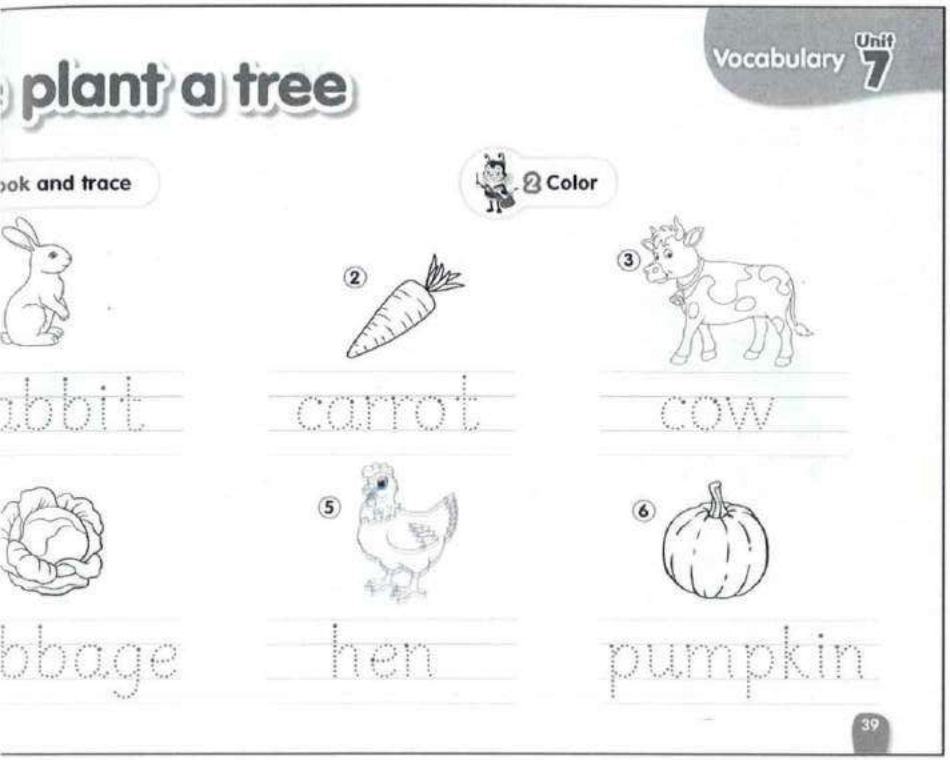
Audioscript

1 cabbage 2 hen 3 cow 4 carrot 5 rabbit 6 pumpkin



2 Read and match

1 Focus the students' attention on the word labels at the bottom of the page. Point to each one in turn and elicit the word.
2 Tell students they are going to match the pictures with the words: *Let's match the plants and animals with the words.*
3 Demonstrate by pointing at the cabbage. Say *cabbage*. Then point to the word *cabbage*. Repeat *cabbage*. Demonstrate how to draw the line that matches the picture of the *cabbage* with the word label cabbage on the board.
4 Students trace over the line from the picture of the cabbage to the word label *cabbage*, with a finger, to practice drawing a line.
5 They continue for the other pictures, drawing matching lines from the pictures to their corresponding word labels. Encourage students to check with shoulder partners when they finish.
6 Go around the classroom, asking students to point to the word labels and say the words. Encourage them to give more detail about the plants and animals if they are able *It's a (cabbage). It's (green).*


plant a tree

Vocabulary Unit 7

ok and trace

2 Color

abbit ② carrot ③ cow

bbage ⑤ hen ⑥ pumpkin

39

TIVITY BOOK page 39

ook and trace

elp students to find page 39. Point to the rabbit and ask *What is it?* Elicit *rabbit.*
ssign students into groups of four or five. Tell students that they are going to work in their
roups to trace the word under the picture. Remind them that they should start each letter at
e starting dot as shown.
emonstrate how to write the word on the board, using writing guidelines. Encourage
udents to trace the word in their books, using their finger first, and then a pencil.
ontinue for each of the words on the page. Circulate to check that groups are working
gether correctly.

olor

ow ask students to color each picture carefully.
o around the classroom, asking students to point to the words and say what they are.
ncourage them to talk about the colors they have used, too.

Fast finishers

- Students can show their pictures to a partner, talking about the colors that they have used.

Consolidation game

- Play *Mime it* (Games Bank, page 153) with animals. Mime one of the animals, for example, a hen. Students name the animal. You could then ask students to mime an animal and others guess the animal.

Unit 7

LESSON 3 SB page 42 AB page 40

Objectives: To ask and answer questions
To ask and answer questions about animals and plants
To write words for animals and plants

Vocabulary: *apple, cabbage, cow, goat, hen, orange, rabbit*

Language: *What's that? It's a/an (apple).*

Materials: Student's Book, page 42
Activity Book, page 40
Class CD
Digital Toolkit
Flash cards: apple, rabbit, orange, goat, cabbage, cow, hen
A real orange or apple

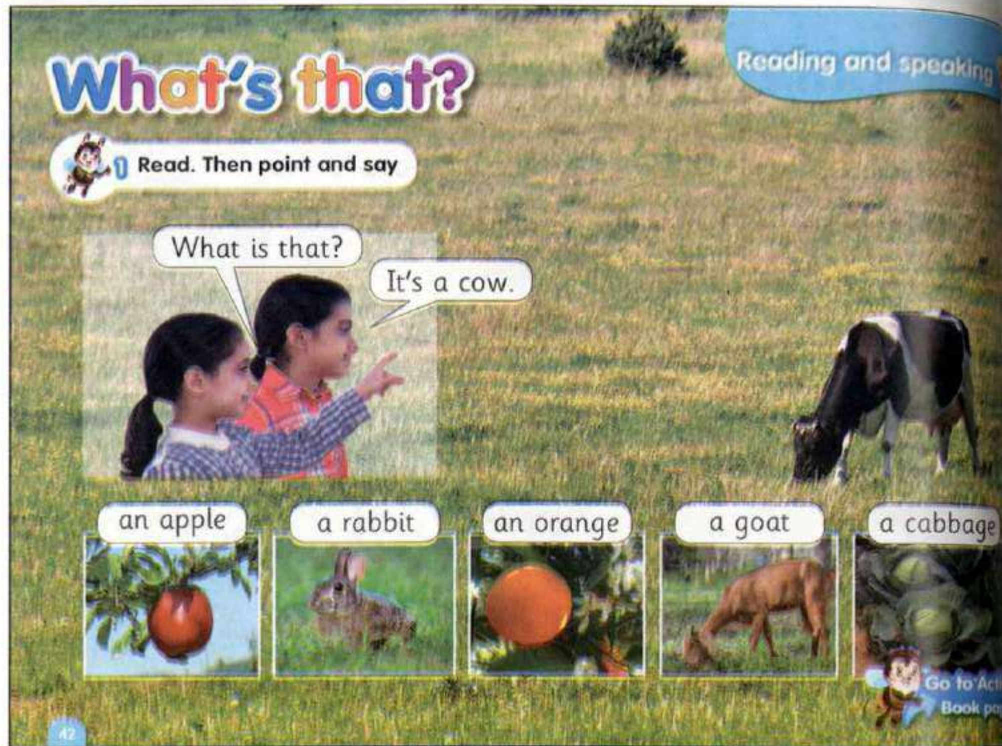
Opener

- Revise the *apple, cabbage, cow, goat, hen, orange* and *rabbit* vocabulary using the flash cards.
- Play *Guess the picture* (Games Bank, page 153) with the vocabulary words.

Presentation

1 Revise the question *What's that?* Point to items that students know in the classroom (that are not near you) and ask *What's that?* Students answer, e.g. *It's a (book).* Do this with several objects, then write one answer on the board, e.g. It's a pen. Underline a.

2 Revise the use of *a/an*. Put an orange and an apple somewhere in the classroom (not near you) and ask *What's that?* for each. Make sure that students use *an* correctly in their answer It's an *apple/orange*. Write the sentences on the board and underline an.



STUDENT'S BOOK page 42

1 Read. Then point and say

1 Help students to find page 42. Encourage students to read the examples in the speech bubbles.
2 Now elicit another question and answer about one of the other pictures.
3 When students understand the task, ask students to work with their shoulder partner to ask and answer about each picture. Go around the classroom and encourage students as they work. Make sure they are using *a/an* correctly.

at's this?

Reading and writing Unit 7

ook and answer the questions

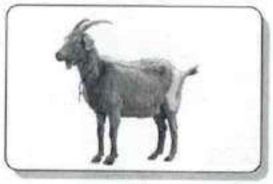
apple - hen - rabbit - goat

①



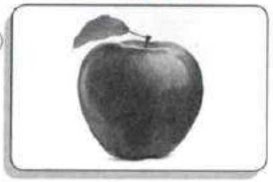
What's this?
It's a hen.

②



What's this?
It's a goat.

③



What's this?
It's an apple.

④



What's this?
It's a rabbit.

TIVITY BOOK page 40

ook and answer the questions

elp students to find page 40 in the Activity Book.
oint at the word pool. Read *apple, hen, rabbit, goat*. Encourage students to repeat.
ll students that they are going to complete the sentences according to the pictures.
oint to the first question *What's this?* Elicit *It's a hen*. Continue for each of the items
the page.
sk students to read each sentence and write the suitable word. Complete question 1
th the class as an example.
o around the classroom, asking students to read their sentences to you. Praise all
od work.

Fast finishers

- Students can ask and answer about items they have with them. For example: *What's this? It's a pencil.*

Consolidation game

- Play *Word whispers* (Games Bank, page 154) with some of the words on the flash cards.

Unit 7

LESSON 4 SB page 43 AB page 41

Objectives: To recognize that different animals eat different kinds of food
To match food items to the animals that eat them
To sing a song about food

Vocabulary: *banana, leaves, giraffe, monkey, vegetable, fruit*

Language: *A (rabbit) eats (carrots).*

Materials: Student's Book, page 43
Activity Book, page 41
Class CD
Digital Toolkit
Flash cards: giraffe, monkey, rabbit, hen, cow, and cat
A real banana, carrot and leaves
Paper or card showing five animals and five items of food that they eat

Opener

- Play *Guess the picture* (Games Bank, page 153) with *hen, cow, rabbit* and *cat*

Presentation

1. Use flash cards to teach *giraffe* and *monkey* and to revise *rabbit.*
2. Use the real objects if you can to present *banana* and *leaves* and to revise *carrot.*
3. Eat or mime eating the banana and say *I eat bananas!* Get students to repeat.
4. Now hold up the monkey flash card and say *A monkey eats bananas. A monkey eats bananas.* Students repeat. Make sure they say *eats* correctly.
5. Repeat for *carrots* and the flash card of the rabbit, and for *leaves* and the flash card of the giraffe.

STUDENT'S BOOK page 43

1 Listen, then read

1. Help students to find page 43. Focus their attention on the photos. Elicit the names of the animals and the items of food.
2. Say *Now, let's listen and read.*
3. Play the recording. Students listen and read. Encourage them to point to the correct picture.
4. Play the recording again. Students read along with the recording.
5. Now ask students to read without the recording.

Animals eat plants

Listening and reading

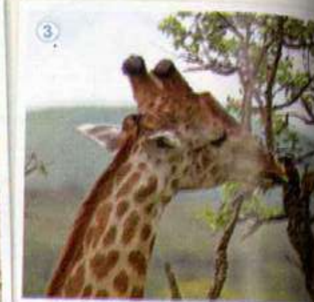
1 Listen, then read



A rabbit eats carrots.



A monkey eats bananas.



A giraffe eats leaves.

2 Listen and sing

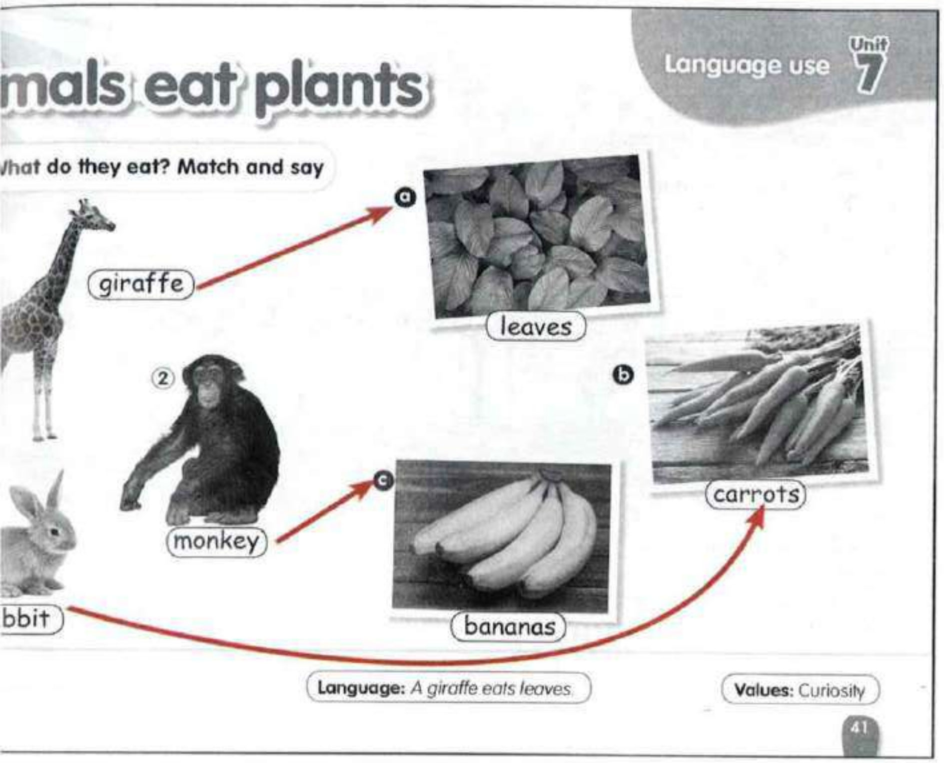
Go to Activity Book page

Audioscript

1 *A rabbit eats carrots.*
2 *A monkey eats bananas.*
3 *A giraffe eats leaves.*

2 Listen and sing

1. Play the song on the CD. Hold up the flash cards of the items of food as you hear them. Students listen and point to each picture as they hear the corresponding word.
2. Play the song again. Gradually, students sing along with the song, pointing to the corresponding flash cards as they sing.
3. When students are able, play the version of the song without words. Students sing as much as they can and point to the flash cards.



udioscript

; be quiet!
, ssh,
k!
rabbits like carrots.
ssh.

: be quiet!
, ssh,
k!
monkeys like bananas.
ssh.

be quiet!
, ssh,
k!
giraffes like trees and leaves.
ssh.

ACTIVITY BOOK page 41

1 What do they eat? Match and say

1 Help students to find page 41 in the Activity Book. Point to the animals and elicit the names.
2 Then do the same for the items of food.
3 Ask students to match the animals with what they eat.
4 Encourage students to make sentences as they complete the task, for example *A giraffe eats leaves.*

Class activity (optional)

- Explain to the class that you are going to do a fun activity to practice the English they know. Help the children to get into small groups. Sharing and taking turns will be very important in this activity.

Feed animals

1 Stick photos or draw items of food on pieces of paper or cards: carrots, bananas, leaves, meat and seeds. Then stick photos or draw five animals on paper or cards: rabbit, monkey, giraffe, man and bird. Shuffle the cards and place them face down on a table.
2 Students take it in turns to pick up two cards. They have to find a matching pair, which is what the animal eats. If they find a pair, e.g. rabbit-carrot, they keep the pair. If they do not, they turn the cards face down again.
3 Students continue until they have matched up all the cards. Encourage them to say the words as they make each pair.
4 When they have finished, shuffle the cards and place them face down for the next group.

Fast finishers

- Students copy the correct sentences from the Student's Book into their notebooks: *A giraffe eats leaves, etc.*

Consolidation game

- Play *What's missing?* (Games Bank, page 154) using the flash cards.

LESSON 5 SB page 44 AB page 42

Objectives: To identify parts of a plant
To understand how plants grow
To trace and copy words
To order pictures into a sequence

Vocabulary: *flowers, fruit, leaves, roots, seeds, soil*

Language: *We put seeds in the soil. The plant gets bigger. The tree has (white) flowers. There are thirteen (oranges) on the tree.*

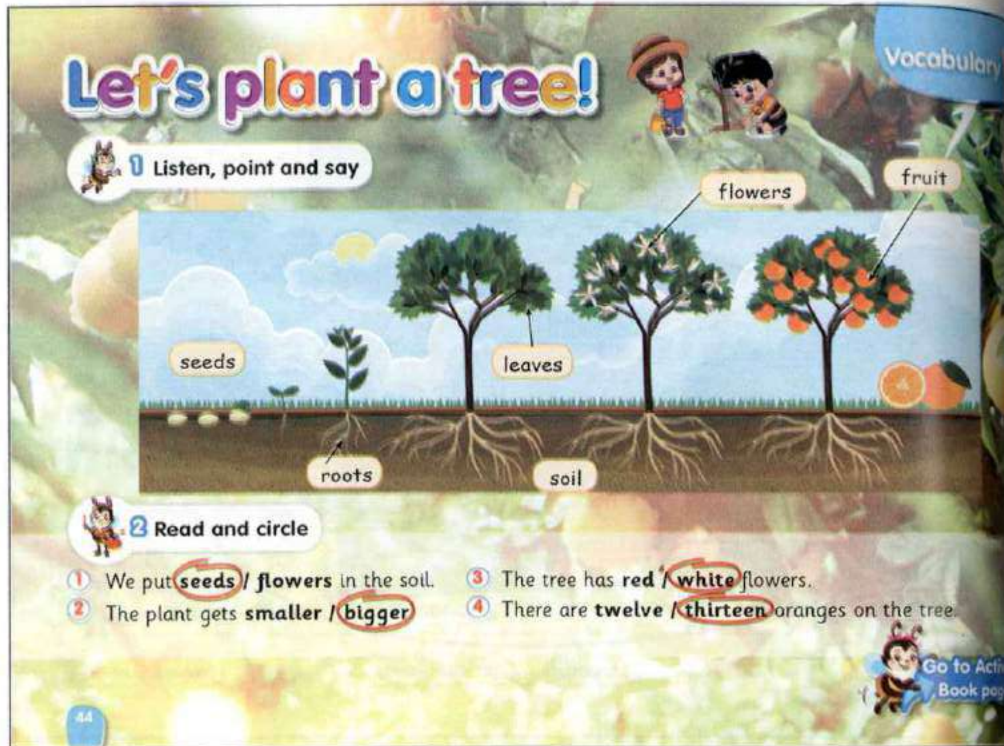
Materials: Student's Book, page 44
Activity Book, page 42
Class CD
Flash cards: carrots, bananas, cabbages; flowers, fruit, leaves, roots, seeds, soil
Digital Toolkit
Optional: real seeds, soil in a pot, and a real plant in a pot, real flowers and oranges
A pencil for each child
Pictures of the different stages of a growing tree for the class activity

Opener

- Revise *carrots, oranges, apples* and *cabbages* using the flash cards.
- Ask students to put up their hands if they eat oranges.
- Point to one of the students with their hands up and say *(Mona) eats oranges. Yes or no?* Students answer *Yes.*
- Do the same with a student who has not got their hand up *(Ali) eats oranges. Yes or no?* Students answer *No.*
- Repeat for *carrots, apples* and *cabbages*. Find out which is the most popular!

Presentation

1 Use the flash cards to present *roots, seeds* and *soil*. If you can, show students real seeds and a real plant. Ask students to point to the leaves and the soil. If possible, take the plant from the pot and show students the roots.
2 Show students the flowers and fruits and elicit *flowers* and *fruits*.
3 Now point to the seeds and the fruits and ask students how we get fruits from a seed. Explain that in today's lesson, they are going to find out.



STUDENT'S BOOK page 44

1 Listen, point and say

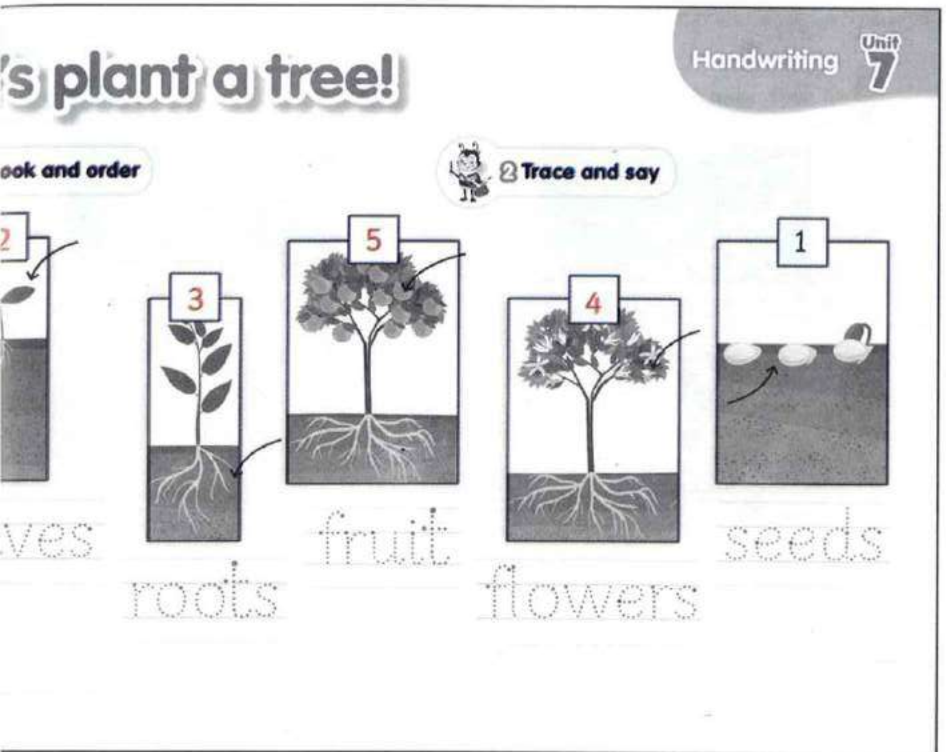
1 Help students to find page 44. Focus their attention on the photos. Ask students to say what they can about the pictures.
2 Play the CD. Students listen, point and say the words.
3 Now say a word. Students point to the correct picture.
4 Hold up a flash card. Students say the word.

Audioscript

seeds, roots, leaves, soil, flowers, fruit

2 Read and circle

1 Explain that students are now going to find out how fruits grow. If possible, demonstrate with real seeds and a real plant (or use drawings and the flash cards).



ld up the seeds and elicit *seeds*. Put the seeds in the soil and say *We put the seeds in the il*. Write the sentence on the board. Ask students to repeat while you point to the sentence the board.

ow the plant in the pot and say *The plant gets bigger*. Use your hands or pictures to monstrate the plant growing in the pot. Students repeat.

ow the picture of the flowers and say *The tree has white flowers*. Write the sentence on board. Students repeat.

w hold up the oranges and say *There are oranges on the tree*. Write the sentence on the ard. Students repeat.

lp students to find page 44, Exercise 2. Read the first sentence and encourage students to cle the correct word.

courage students to work in pairs to read the other sentences and to circle the correct rd in each. Go around and help as necessary.

k students to read the correct sentences to check their answers. Praise all correct answers.

s activity

plain to the class that you are going to do a fun activity to practice the English they ow. Help the children to get into small groups. Sharing and taking turns will be very portant in this activity.

Build a tree

1 Hand out the cards/pictures showing a seed, a sprouting plant, a sapling apple tree, a grown apple tree, an apple tree with white flowers and an apple tree with fruit on its branches. Make sure the cards are jumbled.
2 Students put the cards into the correct order and say what they can about the pictures.
3 When they have finished, make sure the cards are jumbled again for the next group.

ACTIVITY BOOK page 42

1 Look and order

1 Help students to find page 42 in the Activity Book. Elicit what the pictures show.
2 Explain that the pictures show how a plant grows from a seed and produces fruit, but that the pictures are not in the correct order.
3 Point to the answered example and say *First, we put the seeds in the soil*. Elicit the second picture (*leaves*).
4 Students then work in pairs to complete the task.
5 Check their answers. Get students to read the words in sequence and check that they all agree.

2 Trace and say

1 Ask students to carefully trace the words under each picture, first with a finger and then with a pencil. Check they are doing this correctly as they work.
2 Ask students to say the words aloud.

Consolidation game

- Play *Guess the picture* (Games Bank, page 153) with the words *flowers, fruit, leaves, roots, seeds* and *soil*.
- Play a version of *Teacher says (2)* (Games Bank, page 154). Say a sentence. Students say *Yes* or *No*. For example: *A rabbit eats leaves.* (*Yes.*) *A monkey eats soil.* (*No.*) *A bird eats seeds.* (*Yes.*) *[Name of student] eats leaves.* (*No.*).

LESSON 6 SB page 45 AB page 43

Objectives: To identify the concept of the future tense
To trace and copy sentences.
To read and circle the correct words.

Vocabulary: *grow*

Language: *The plant grows/will grow in the soil.*

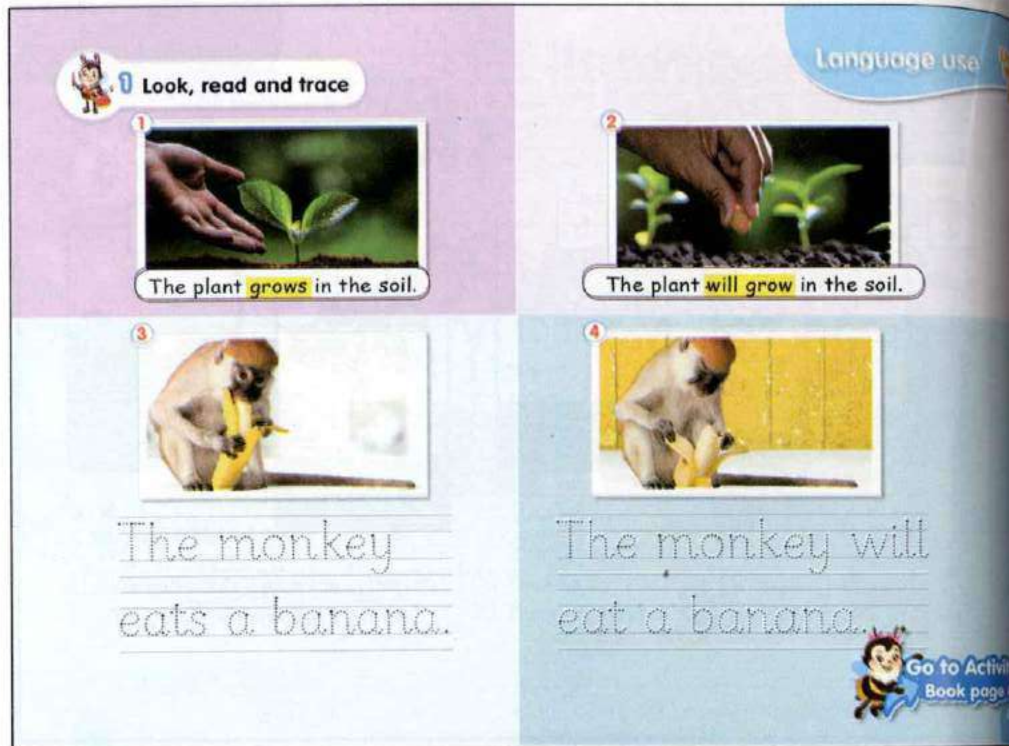
Materials: Student's Book, page 45
Activity Book, page 43
Digital Toolkit
Flash cards: apple, banana, carrot, pumpkin, cabbage
A calendar

Opener

- Play *Mime it* (Games Bank, page 153) to revise *monkey, rabbit, hen, cow* and *bird*. You can make animal noises as well as mime.

Presentation

1 Show students a calendar. Ask them to say which day it is today and to point to it on the calendar.
2 Introduce the concept of the past and the future. Show the previous day on the calendar, point behind you and say *past*. Then show the next day on the calendar, point in front of you and say *future*.
3 Hold up the flash card of the banana and point to today on the calendar. Say *I eat bananas*. Write the sentence on the board. Students repeat.
4 Now point to the next day on the calendar. Write the sentence *I will eat bananas.* on the board. Say the sentence and get students to repeat.
5 Have a brief class drill. Show the flash card of the carrot, point to today and say *I eat carrots*. Write the sentence on the board. Students repeat. Point to the next day and say *I will eat carrots*. Students repeat.
6 Do the same with the cabbage, pumpkin and apple flash cards.



STUDENT'S BOOK page 45

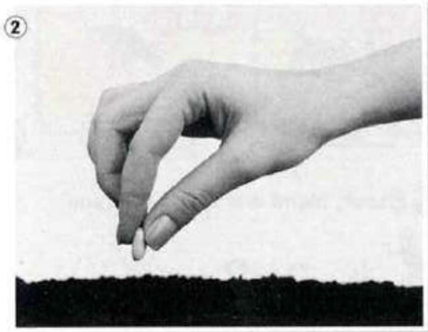
1 Look, read and trace

1 Help students to find page 45. Focus their attention on the picture at the top left. Encourage students to read the sentence *The plant grows in the soil*.
2 Do the same for the second sentence *The plant will grow in the soil*. Focus their attention on the yellow highlighted words and make sure students understand that this refers to the future.
3 Point to picture 3. Encourage students to read the dotted sentence aloud, and then to trace over the words, first with a finger and then with a pencil.
4 Repeat with sentence 4.

ok, read and circle



②



bit (eats/will eat) a carrot.

The plant (grows/will grow) in the soil.

TIVITY BOOK page 43

ook, read and circle

elp students to find page 43 in the Activity Book. Point to the first picture and ask *What is ?* Elicit that it is a rabbit. He is eating a carrot. Discuss with the class if the rabbit is eating e carrot today or in the future (today).
sk students to read the sentence below the picture and to circle the correct word (*eats*).
epeat for the second sentence. Make sure students understand that the plant is not owing in the soil today, but it will grow in the soil in the future. Students circle the orrect word (*will grow*).

Fast finishers

- In pairs, students read the completed sentences aloud

Consolidation game

- Play two rounds of *Word whispers* (Games Bank, page 154), once with the sentence *The plant grows in the soil* and then with *The plant will grow in the soil.*

Unit 7

LESSON 7 SB page 46 AB page 44

Objectives: To identify and use the letter sounds /æ/ and /ɒ/
To blend CVC words with o and a
To unscramble CVC words with o and a

Vocabulary: *ant, sad, mad, man; oil, orange, hop, mop*

Materials: Student's Book, page 46
Activity Book, page 44
Class CD
Digital Toolkit
Phonics cards: a/ant, o/oil
A pencil for each student

Opener

- Play *Guess the picture* (Games Bank, page 153) to revise animals vocabulary *rabbit, monkey, giraffe, goat, cow* and *hen*.

Presentation

Letter sound /æ/

1 Show the picture on the a/ant phonics card and ask *What is this?* Elicit *ant*. Then say *ant*. Students repeat after you.
2 Show the letter side of the phonics card and say /æ/. Students repeat the sound /æ/ with you.
3 Then show the picture on the card again and elicit *ant*.
4 Flip the card from the letter side to the picture side several times so that students say, /æ/ … *ant* repeatedly.

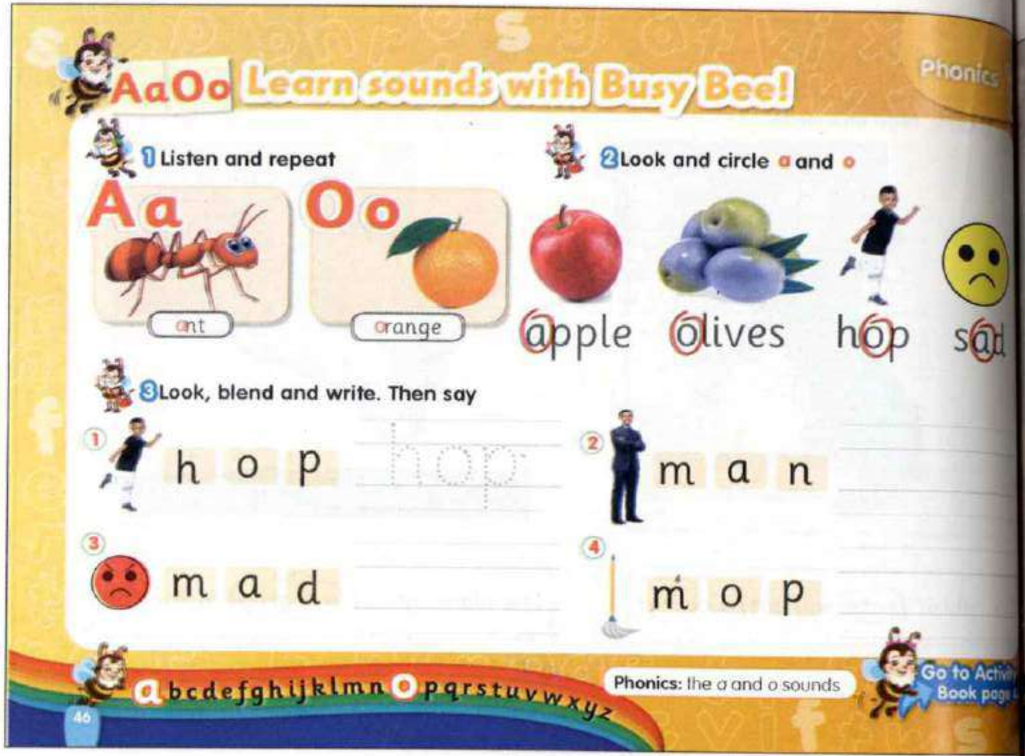
Letter sound /ɒ/

1 Show the picture on the o/orange phonics card and ask *What is it?* Elicit *orange*. Then say *orange*. Students repeat after you.
2 Show the letter side of the phonics card and say /ɒ/. Students repeat the sound /ɒ/ with you.
3 Then show the picture on the card again and elicit *orange*.
4 Flip the card from the letter side to the picture side several times so that students say /ɒ/ … *orange* repeatedly.

STUDENT'S BOOK page 46

1 Listen and repeat

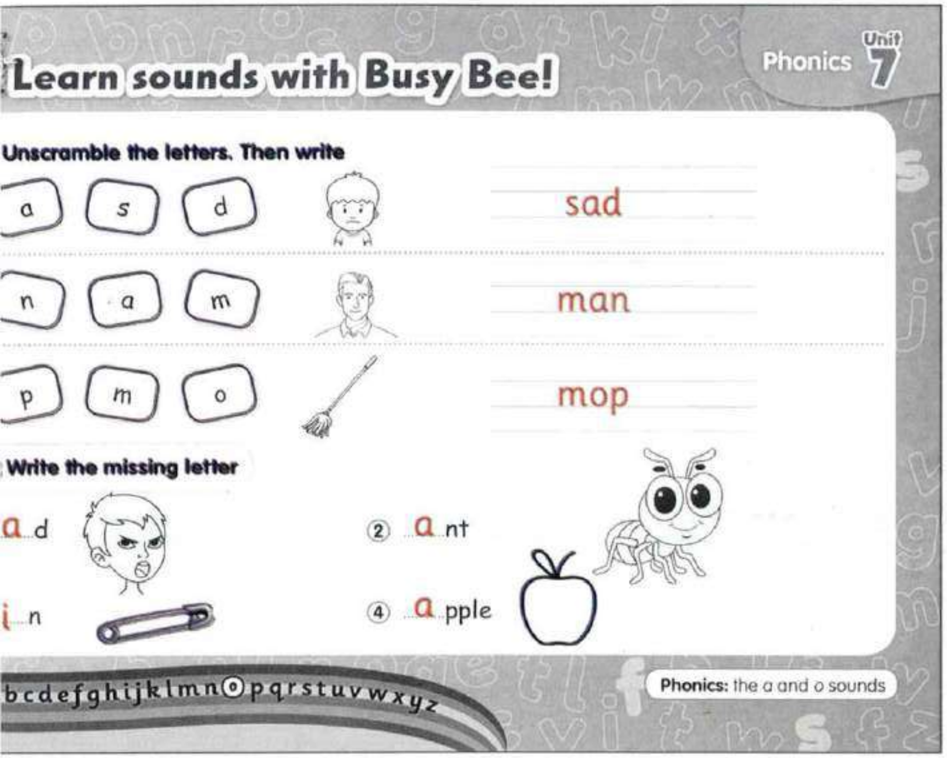
1 Help students to find page 46. Point to the picture of the ant on the left-hand side of the page and ask *What is it?* Students say the word *ant*.



2 Then point to the letter *Aa* on the page and say the sound /ɒ/. Students repeat after you. Practice this several times.
3 Play the CD. Sing the first part of the song to the class. Then play the second part, encouraging students to listen and repeat the /ɒ/ sound. Pause the CD.
4 Repeat steps 1-3 for the second verse for the /ɒ/ sound and *orange*.

Audioscript

Everyone listen.	*Everyone listen.*
Listen to me.	*Listen to me.*
Listen and repeat.	*Listen and repeat.*
Repeat after me.	*Repeat after me.*
/æ/	/ɒ/
/æ/, /æ/	/ɒ/, /ɒ/
/æ/, /æ/, /æ/!	/ɒ/, /ɒ/, /ɒ/!
/æ/ *ant*	/ɒ/ *orange*
Ant!	*Orange!*


Learn sounds with Busy Bee!

Phonics Unit 7

Unscramble the letters. Then write

a s d — sad

n a m — man

p m o — mop

Write the missing letter

a d — ② a nt

i n — ④ a pple

bcdefghijklmnopqrstuvwxyz

Phonics: the a and o sounds

ook and circle a and o

ook at the pictures with the class and elicit the items. *What can you see? (apple, olives, op, sad)*. Say the words together with the class.
oint to apple. Say the word *apple*. Say /æ/ *apple*. Point to the *a* and show the students how draw a circle around it.
epeat the same procedure for *olives* and the /ɒ/ sound.
epeat the same procedure for *hop* and *sad*. Explain to the students that the *a* and *o* letters ere occur in a middle position.
udents look at the alphabet at the bottom of the page and find and point to the letters *a* and *o*.

ook, blend and write. Then say

ook at the pictures with the class and elicit or present the items. *What can you see? (hop, an, mad, mop)*. Say the words together with the class.
oint to the letters alongside the first picture. Say each letter in turn *h-o-p*. Students repeat. hen blend the letters together *h-o-p, hop*. Students repeat. They then trace over the word nd read the word aloud.
epeat the same procedure for *man*. Students blend the letters, copy the word and read it aloud.
epeat the same procedure for *mad* and *mop*. Praise all correct words

ACTIVITY BOOK page 44

1 Unscramble the letters. Then write

1 Help students to find page 44 in the Activity Book. Ask them to look at the first picture and elicit how the boy feels (*sad*). Now point to the letters alongside the picture. Explain that they are not in the correct order.
2 Ask students to say each letter sound and to unscramble the letters to make the correct word (*sad*). Check they are doing this correctly.
3 Check that students know what the other pictures show, then allow them to unscramble the letters in pairs. Go around and monitor as they are doing this, offering help and support.
4 Ask students to read the final completed words aloud.

2 Write the missing letter

1 Ask students to look at the pictures in Exercise 2. Ask them if they can name anything in English.
5 Focus their attention on the first picture and elicit *mad*. Point to the letters alongside the first picture.
2 Ask students to guess the missing letter *(a)*. Say each letter in turn *m-a-d*. Students repeat. Write the correct answer on the board.
3 Repeat the same procedure for *ant*, *pin* and *apple*.
4 Students then work individually to finish the exercise. Ask them to check each other's answers. Praise all good work.

Fast finishers

- Put all the phonics flash cards taught so far on a table. Students practice pointing to and saying the words and letter sounds for the flash cards.

Consolidation game

- Play *Pass the letter* (Games Bank, page 153) with the letters *a* and *o*. You can also include other known letters in the game for revision.

LESSON 8 SB page 47 AB page 45

Objectives: To practice the letter sounds /æ/ and /ɒ/ in different places
To identify and read words with the same vowel sound
To say tongue-twisters

Vocabulary: *pin, bin, mad, man, ant, apple, sad, in, on, an*

Language: *What's that? It's a (giraffe).*

Materials: Student's Book, page 47
Activity Book, page 45
Digital Toolkit
Flash cards: pin, bin, mad, man, sad, ant, apple
A box

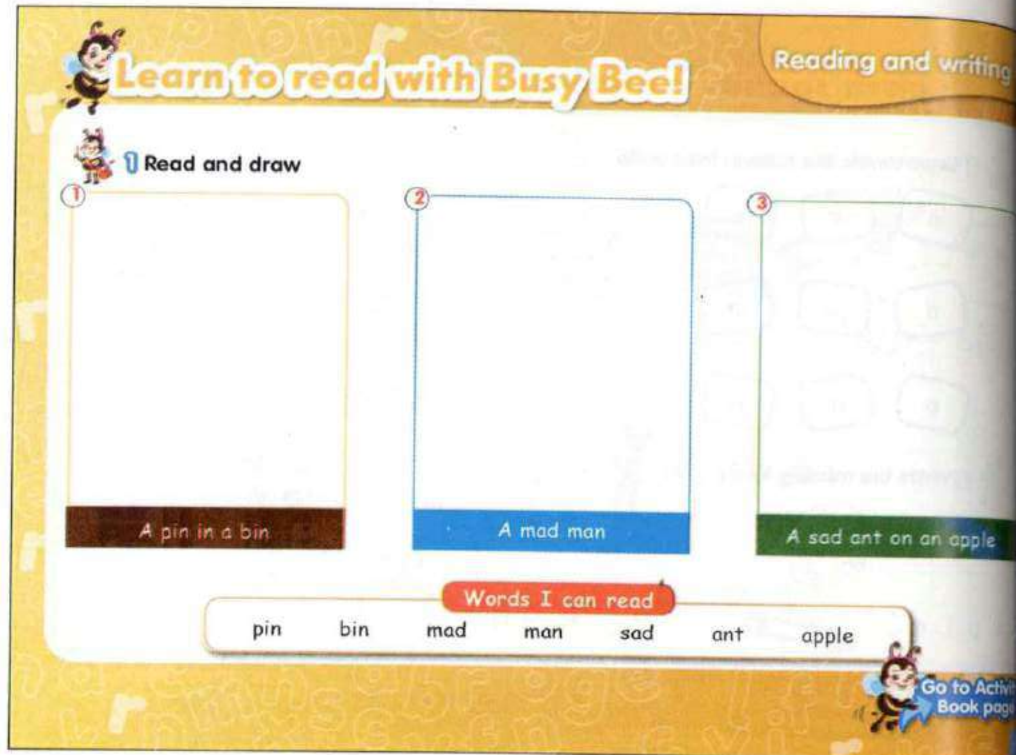
Opener

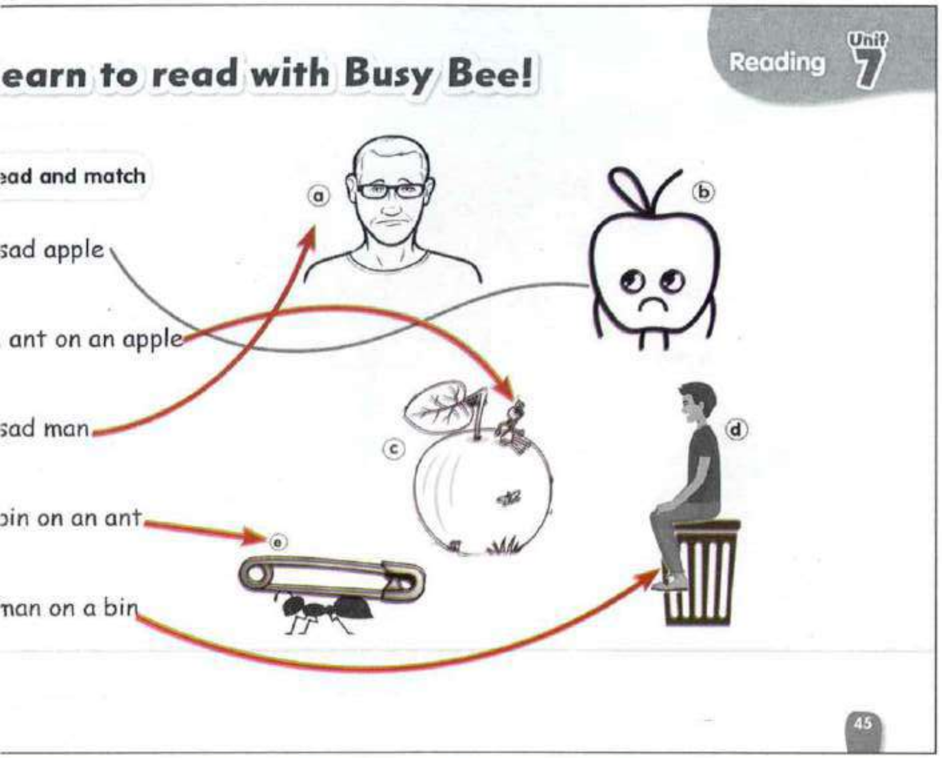
- Play *Mime it* (Games Bank, page 153) with *hop, mad, sad* and *ant*.
- Play the song from Lesson 7, Student's Book, page 46, again with the class and ask students to sing along with the song as much as they can.

STUDENT'S BOOK page 47

1 Read and draw

1. Help students to find page 47. First, ask students to look at the *Words I can read* box. Encourage them to blend the letters and to read each word aloud.
2. Now ask students to read the words under the first picture box (*A pin in a bin*). Ask them to draw a picture showing a pin in a bin. Go around and monitor to check they are doing this well.
3. Repeat the same procedure for the second and third sentences. Go around the classroom, checking the students are drawing correctly.
4. Ask students to read the sentences again and to tell you which words have the same vowel sounds (*i: pin/in/bin, a: mad/man/sad/ant/an/apple*). Can they tell you which word has a different vowel sound? (*on*).


Learn to read with Busy Bee!
Reading and writing
1 Read and draw
1 A pin in a bin
2 A mad man
3 A sad ant on an apple
Words I can read
pin bin mad man sad ant apple
Go to Activity Book page



TIVITY BOOK page 45

ead and match

elp students to find page 45 in the Activity Book. Explain that they are going to look at me funny phrases and pictures!
oint to the first phrase and ask students to read it (*a sad apple*). Now ask students to find e picture which matches it (picture b).
xplain that students now have to match four more funny phrases to the correct pictures. ey can do this in pairs. Go around and offer help and support, encouraging them to say ch sentence aloud.
sk students to read the sentences aloud and to tell you the letter of the matching picture.

Fast finishers

- Students color the pictures.

Consolidation game

- Show students the box. Put the flash card of the ant inside the box and say *An ant on a box*. Students say *No!* Now put the flash card of the ant in the box and say *An ant in a box*. Students say *Yes*.
- Do the same with other sentences, using the flash cards or mime, e.g. *A pin in/on a box, a sad/mad/happy man, a man in/on a bin*.

LESSON 9 SB page 48 AB page 46

Objectives: To learn about life in the desert
To copy words onto a picture

Vocabulary: *dry, rain, desert, camel, hump, live, cactus, spine, kind of*

Language: *It doesn't rain in the desert. The soil is dry. There aren't many trees.*
The camel lives in the desert. It saves water in its hump.
A cactus is a kind of plant. It has spines.

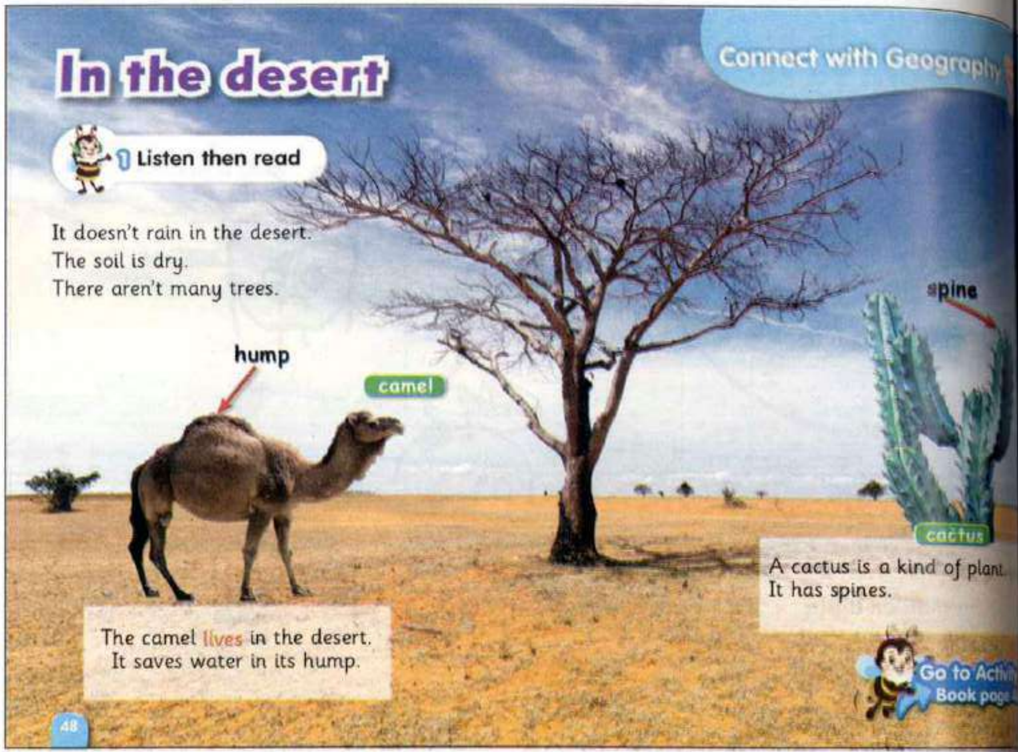
Materials: Student's Book, page 48
Activity Book, page 46
Digital Toolkit
Flash cards: desert, camel, hump, cactus, spine
A soft ball
Optional: A real cactus
A map or globe

Opener

- Play *Catch and say (2)* (Games Bank, page 152) to revise the names of all the animals students can think of.
- Play *Catch and say (1)* (Games Bank, page 152) to revise the names of plants.

Presentation

1 Use the flash cards to present *camel, hump, cactus* and *spine* (or show a real cactus in a pot if you can, to present *cactus* and *spine*).
2 Present the word *desert*. Show students pictures of deserts. Discuss with them if they saw places like this before. Ask them if they know any desert in Egypt. Praise all good answers.
3 Ask students to say what they know about the desert. Ask *Is it sunny in the desert?* (*Yes*). *Is it dry?* (*Yes*). *Is it rainy in the desert?* Shake your head and elicit *No*. Say *It isn't rainy in the desert*. Students repeat.
4 Now hold up the flash card of the camel's hump and say *The camel saves water in its hump*. Students listen and repeat.



STUDENT'S BOOK page 48

1 Listen then read

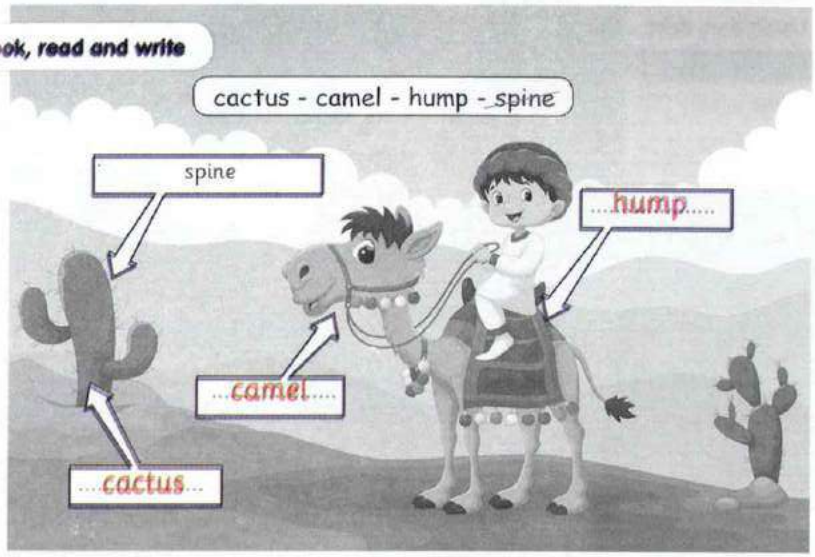
1 Help students to find page 48. Focus their attention on the pictures and ask them to say as much as they can about the picture. Where is it? What animals and plants can they see?
2 Explain that they are going to listen to information about life in the desert.
3 Play the CD. Students listen and read.
4 Play the CD again. Students read along with the CD.
5 Now ask students to read the sentences without the CD. Encourage them to read with no interruption.

Audioscript

It doesn't rain in the desert. The soil is dry. There aren't many trees.
The camel lives in the desert. It saves water in its hump.
A cactus is a kind of plant. It has spines.

he desert

Connect with Geography Unit 7



TIVITY BOOK page 46

ook, read and write

elp students to find page 46 in the Activity Book. Ask students to say what they can about e picture.
oint to the word labels at the top. Read the first word (*cactus*) and ask students to point to here they can write this words on the picture.
epeat the same procedure for the other words.
ve students enough time to write the words in the correct places on the picture.
o around and check they are doing this well. Ask them to read the words aloud.

Consolidation game

- Play a version of *Teacher says (2)* (Games Bank, page 154). Make sentences about the pictures. Students say *Yes* if it is correct or *No* if it is not correct, e.g.:
  It rains a lot in the desert. (*No.*)
  There are many trees. (*No.*)
  A cactus has spines. (*Yes.*)
  A camel is a kind of plant. (*No.*)
  It saves pounds in its hump. (*No.*).

LESSON 10 SB page 49 AB page 47

Objectives: To learn about life in the forest
To differentiate between real and illustrated animals

Vocabulary: *forest, wet, parrot*

Language: *It rains in the forest. The soil is wet. A forest has many trees*
A parrot lives in the forest.
Monkeys and parrots live in the forest.

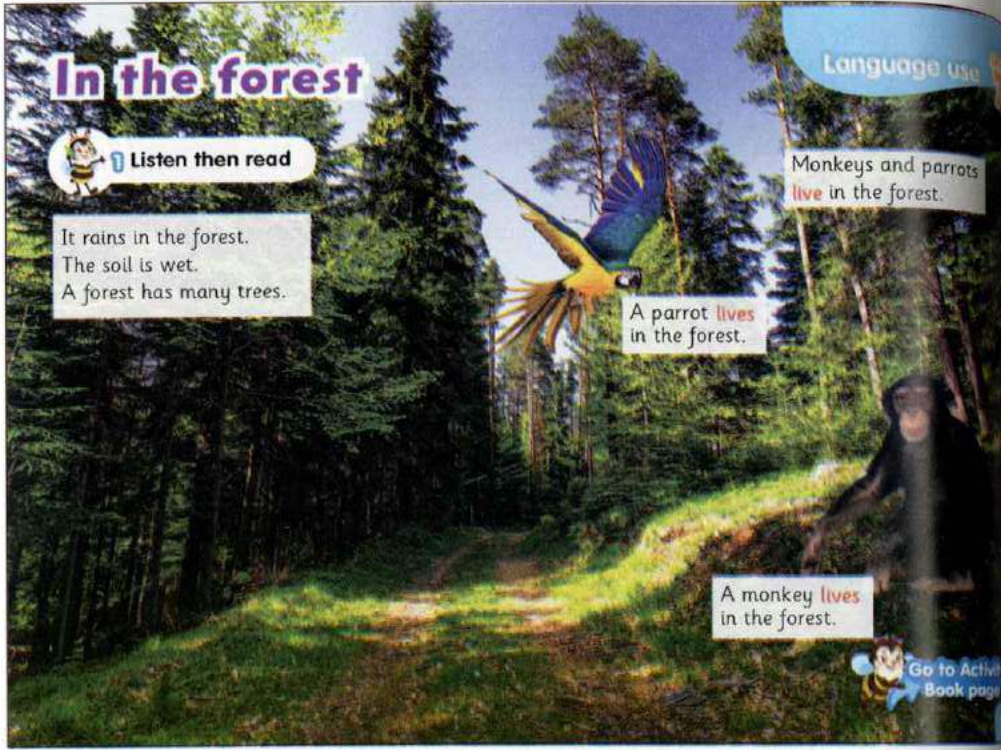
Materials: Student's Book, page 49
Activity Book, page 47
Digital Toolkit
Flash cards: forest, parrot
Optional: A map or globe
Green and yellow pieces of A3 paper; pictures of a parrot, monkey, trees, camel, cactus, sun and rain for the class activity

Opener

- Play *Guess the picture* (Games Bank, page 153) to revise *camel, cactus, tree, desert* and *spines*.

Presentation

1 Use the flash cards to present *forest* and *parrot*.
2 Show students pictures of forests from magazines or from the internet. Can they point to places where there is a forest? (You may need to help them, e.g. *the Amazon rainforest in Brazil*).
3 Ask students what they know about forests. Ask *Is it rainy in the forest?* (*Yes*). *Is the soil dry?* (*No*) Present the word *wet*. *Say The soil is wet in the forest. It is green.*
4 Ask *Are there trees in the forest?* (*Yes*).
5 Show the flash card of the parrot and say *Are there parrots in the forest?* (*Yes*).
6 Ask students if they can name any other animals that live in the forest. Explain that in today's lesson, they are going to learn more about the forest.



STUDENT'S BOOK page 49

1 Listen then read

1 Help students to find page 49. Focus their attention on the pictures and ask them to say as much as they can about the picture. Where is it? What animals and plants can they see?
2 Explain that they are going to listen to information about life in the forest.
3 Play the CD. Students listen and read.
4 Play the CD again. Students read along with the CD.
5 Now ask students to read the sentences without the CD. Make sure they pronounce the correct form of *live/lives* as highlighted in red.

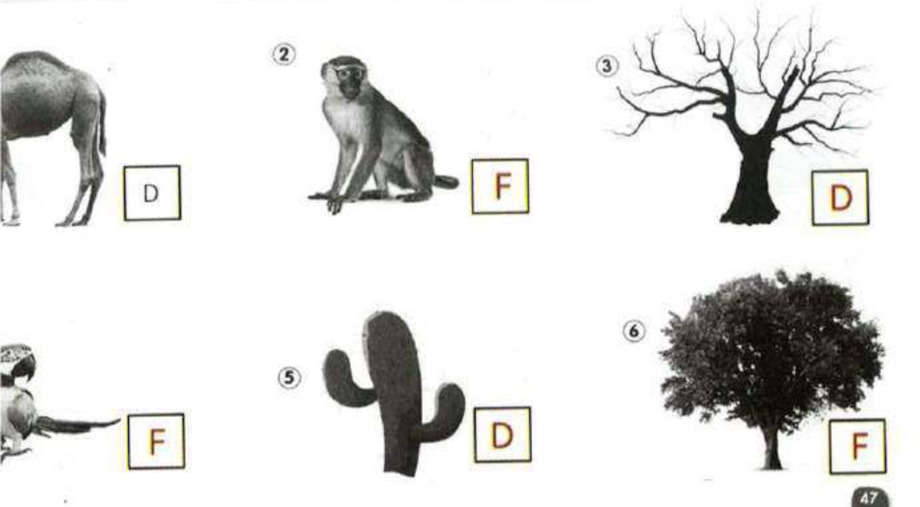
Audioscript

It rains in the forest. The soil is wet. A forest has many trees.
Monkeys and parrots live in the forest.
A parrot lives in the forest.
A monkey lives in the forest.

Connect with Science Unit 7

...e forest

...ich are desert animals or plants? Which are forest animals or plants? Write *D* or *F*



...CTIVITY BOOK page 47

...Vhich are desert animals or plants? Which are forest animals or ...lants? Write *D* or *F*

...t is important that students learn to distinguish between desert and forest animals and ...lants. This activity will help them do this. Present two pictures – one of a forest and the ...ther of a desert. Stick them on the board to show the differences between them. Focus on ...nimals and plants in both areas.

...Help students to find page 47. Use the pictures to elicit the animals and plants words ...*What's this?* (*camel, monkey, dry tree, parrot, cactus, green leafy tree*).

...Tell students they are going to write *D* in front of desert animals and *F* in front of ...orest animals.

...Read the answered example *Camel (D)* and say *A camel lives in the desert.*

...Ask students to work in pairs to finish the exercise.

...Go around and monitor as they work.

Class activity

- Explain to the class that you are going to do a fun activity to practice the English they know. Help the children to get into small groups. Sharing and taking turns will be very important in this activity.

Where they live:

1. Place two colored pieces of A3 paper on a desk, one with a yellow background and one with a green background. Write *Desert* on the yellow background and *Forest* on the green background.
2. Give students pieces of paper with the following pictures on: *parrot, monkey, trees, camel, cactus, sun, rain.*
3. In their groups, students place the animals, plants and weather on the correct backgrounds and make sentences: *The parrot lives in the forest. There is a cactus in the desert, etc.*
4. Can they add any animals or plants to the backgrounds?
5. When they have finished, remove the animals and plants from the backgrounds for the next group.

Consolidation game

- Play a version of *Teacher says (2)* (Games Bank, page 154). Make sentences about the forest. Students say *Yes* if it is correct or *No* if it is not correct, e.g.:
  It is rainy in the forest. (*Yes*).
  There aren't many trees. (*No*).
  A camel lives in the forest. (*No*).
  Monkeys live in the forest. (*Yes*).
  The soil is dry in the forest. (*No*).

LESSON 11 SB page 50 AB page 48

Objectives: To identify and sort plants and animals
To identify and say words with one, two or three syllables

Vocabulary: *cow, apple, orange, parrot, camel, cactus, fox, tree, hump, pharmacy, elephant, carpenter, plant, animal*

Materials: Student's Book, page 50
Activity Book, page 48
Class CD
Digital Toolkit
A soft ball
Real fruits and vegetables that students have studied for the class activity

Opener

Revise animals and plants using the flash cards.
Play *Catch and say (1)* (Games Bank, page 152) to revise animals.
Play a version of *Sorting* (Games Bank, page 154). Draw two circles on the board with the headings *desert* and *forest*. Say a word or sentence. Students say *desert* or *forest* depending on the word or sentence, e.g. *a parrot (forest); a camel (desert); there are many trees (forest); there aren't many trees (desert); the soil is wet (forest); the soil is dry (desert).*

STUDENT'S BOOK page 50

Listen and point

Help students to find page 50. Ask students to say what they can about the pictures.
Play the CD. Students listen and point to the correct picture.
Play the CD again. Students listen, point and repeat what they hear.

Audioscript

1 cow 2 apple 3 orange 4 parrot 5 camel 6 cactus 7 fox 8 tree

Sort and write

Ask students to look at the table and make sure that they remember the meaning of *plant* and *animal*. Then ask students to read the example answers.
Explain that they are now going to sort the pictures in Exercise 1 into plants or animals to complete the table. They can do this in pairs or small groups.
Go around while they are working to check they are doing this well.
Ask a few students to read their answers to the class. Do they all agree?

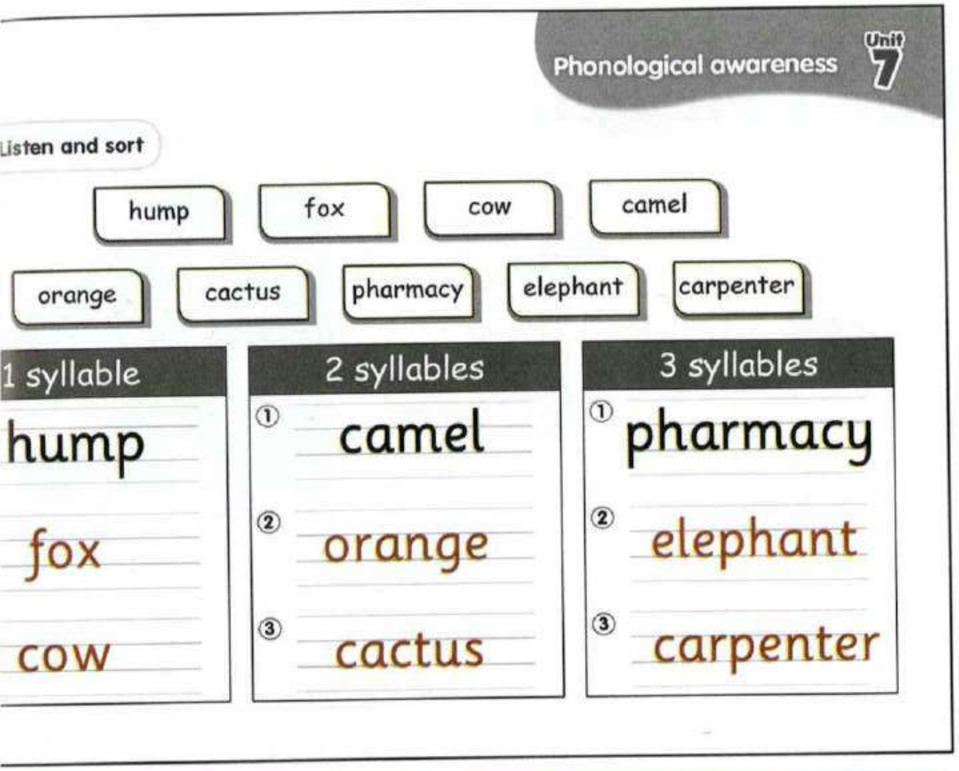


Class craft (optional)

- Before the lesson, prepare some fruits and vegetables (apples, oranges, carrots). This activity should be adapted to take account of any allergies students may have.
- Gather students together sitting in a circle and ask them to close their eyes tight.
- Give each of the students a piece of fruit. Encourage them to feel the fruit and smell it to try and guess what it is, before having a little taste if they want to. Make sure that everyone is keeping their eyes closed tight.
- Collect in all the fruit. Say *Now open your eyes!*
- Hold up the flash card for apple. Say *What's this?* Elicit the word. Repeat for orange and carrot. Stick the flash cards on different walls of the classroom.
- Ask students to stand next to the flash card for the fruit that they were given.

Fast finishers

- Students can add animals or plants they know to the table.



Phonological awareness Unit 7

Listen and sort

hump fox cow camel

orange cactus pharmacy elephant carpenter

1 syllable	2 syllables	3 syllables
hump	① camel	① pharmacy
fox	② orange	② elephant
cow	③ cactus	③ carpenter

CTIVITY BOOK page 48

Listen and sort

Help students to find page 48. Point to the words at the top of the page and read each one aloud.

Say the words again. As you do so, clap out the syllables.

Read the words again and encourage students to repeat the words and to clap along with you.

Explain that each clap is a syllable. Some of the words have one syllable, some have two and some have three. Ask them to listen carefully and to complete the table depending on the number of syllables in each word.

Play the first word and pause. Students point to the example word *hump*. Repeat for the second word. Pause and allow students time to write *fox* in the first column.

Repeat the same procedure for each word.

Play the CD again all the way through for students to check their answers.

Ask individual students to say the words aloud. Make sure they say the correct number of syllables.

Audioscript

hump, fox, cow, camel, orange, cactus, pharmacy, elephant, carpenter

Consolidation game

- Say other words from the unit. Students say if it has one, two or three syllables, e.g. *forest* (two), *parrot* (two), *spine* (one), *banana* (three) and *pumpkin* (two).
- You could also play the game with students' names. They say how many syllables they have in their names.

Unit 7

LESSON 12 SB page 51 AB page 49

Objectives: To differentiate between real and imagined things
To sing a song
To label a picture

Vocabulary: *fiddle, spoon, moon, dish, jump, laugh, fun, run away*

Materials: Student's Book, page 51
Activity Book, page 49
Class CD
Digital Toolkit

Opener

- Revise plants and animals using the flash cards: *cow, apple, orange, parrot, camel, cactus*.
- Play *Sorting* (Games Bank, page 154) with the flash cards. Students sort them into plants and animals.

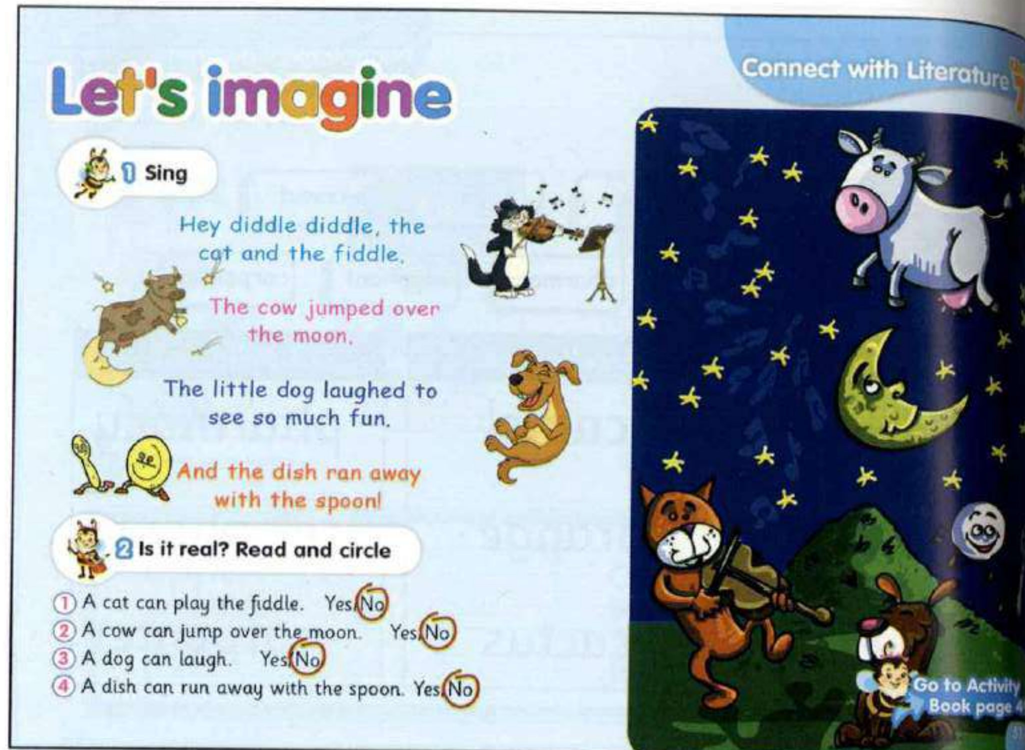
Presentation

1 Use mime to present *jump, laugh* and *run away*.
2 Play *Mime it* (Games Bank, page 153) with the new words.
3 Draw pictures to teach *spoon, moon, dish* and *fiddle*. Explain that *fiddle* is an old word for a violin.

STUDENT'S BOOK page 51

1 Sing

1 Help students to find page 51. Point to the picture and ask students to say what they can see.
2 Explain that students are now going to listen and sing a song in which all these things appear. Play the CD. Students listen. For each verse, students point to the corresponding items in the picture.
3 Play the song again. Encourage students to join in with the words. They can also do the actions (they can mime fiddling, jumping, laughing and running away).



Let's imagine

Connect with Literature

1 Sing

Hey diddle diddle, the cat and the fiddle.
The cow jumped over the moon.
The little dog laughed to see so much fun.
And the dish ran away with the spoon!

2 Is it real? Read and circle

1 A cat can play the fiddle. Yes No
2 A cow can jump over the moon. Yes No
3 A dog can laugh. Yes No
4 A dish can run away with the spoon. Yes No

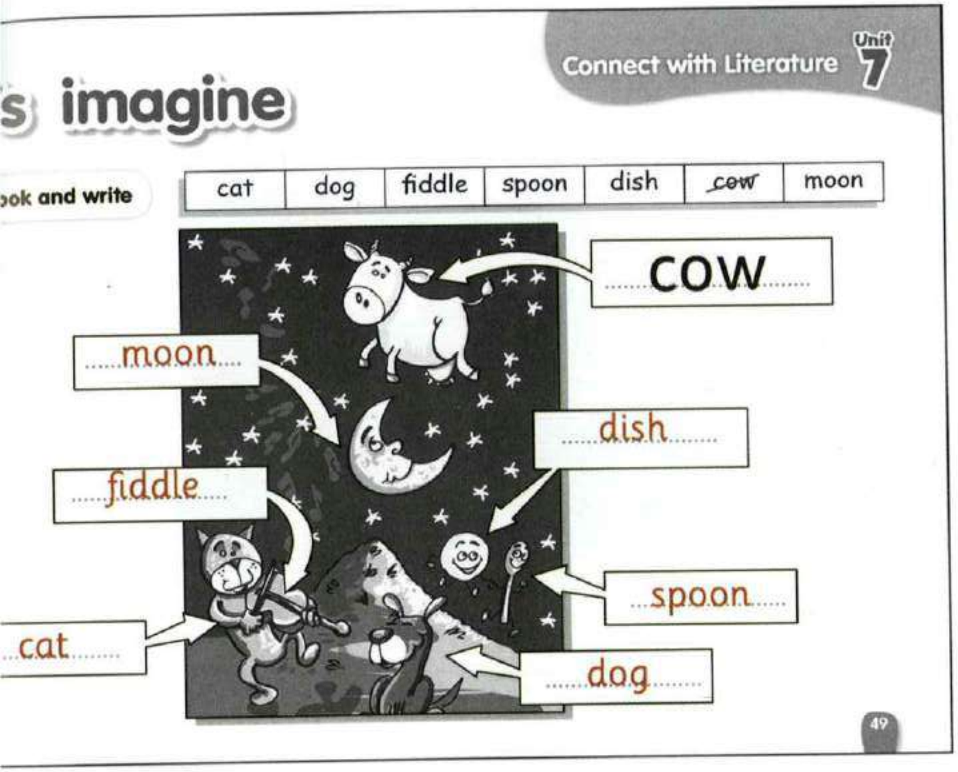
Go to Activity Book page 49

Audioscript

Hey diddle diddle, the cat and the fiddle.
The cow jumped over the moon.
The little dog laughed to see so much fun.
And the dish ran away with the spoon!

2 Is it real? Read and circle

1 Ask students to look at the page and to point to the real animals.
2 Now ask them to look at the picture of the song again and to look at Exercise 2. Read the first sentence. Do they think that a cat can play a fiddle? If they think this is real, they circle *Yes*. If they think it is not real, they circle *No*.
3 Repeat the same procedure for sentences 2-4. Check their answers. Do they all agree that the actions are not real? Explain that the song is fun, but it is all imagined. It is not real.



ACTIVITY BOOK page 49

1 Look and write

1 Help students to find page 49 in the Activity Book.
2 Ask students to read the words at the top.
3 Now ask a student to find a cat in the picture and to write in the word in the correct space.
4 Students repeat for the other words. They can do this in pairs.
5 Go around and check they are doing this correctly. Encourage them to read the words aloud.

Consolidation game

- Play *Mime it* (Games Bank, page 153). Mime fiddling, jumping over the moon, laughing and running away. Students guess the actions.

Unit 7

LESSON 13 SB pages 52-55 AB pages 50-51

Objectives: To listen to and follow a picture story
To think about what plants need
To learn a new life skill (looking after plants)

Vocabulary: *air, dig, fill, help, hole, light, plant (v.), put, water (v.)*

Language: *We need to (dig a big hole). Let's (put the tree into the hole). The tree needs (water). Can you (water the tree)?*

Materials: Student's Book, pages 52-55
Activity Book, pages 50-51
Class CD
Digital Toolkit
Flash cards: seeds, roots, leaves, flowers, soil
Scissors
Glue

Opener

- Play the song from Lesson 12, Student's Book, page 51, again with the class, and ask students to sing along with the song as much as they can.
- Revise the vocabulary for planting a tree with the flash cards: *seeds, roots, leaves, soil* and *flowers*.
- Explain that in today's lesson, they are going to listen to and read a story about planting a tree.

Presentation

1 Use mime to present the verbs *dig, plant* and *water*.
2 Play *Mime it* (Games Bank, page 153) with the words *dig, plant* and *water*.



STUDENT'S BOOK pages 52-55

1 Listen, read and point

1 Help students to find page 52. Look at the story frames with the class. Ask them who they can see in the pictures by pointing at the characters and saying *Who is this?*
2 Read the question in the *Think!* box with the class. Can students guess where Adam and Dina are? (*in a garden*) Why do they think this?
3 Ask students what they think Adam and Dina are doing (*helping to plant a tree*).
4 Play the CD from frames 1-4. Students listen and point to each frame.
5 After the end of frame 4, pause the CD. Read Busy Bee's speech bubble. Ask the students to think about what the tree needs.
6 Read the question in the *Think!* box with the class. Can the students guess what the tree needs?
7 Continue playing the story. Were students' predictions correct?

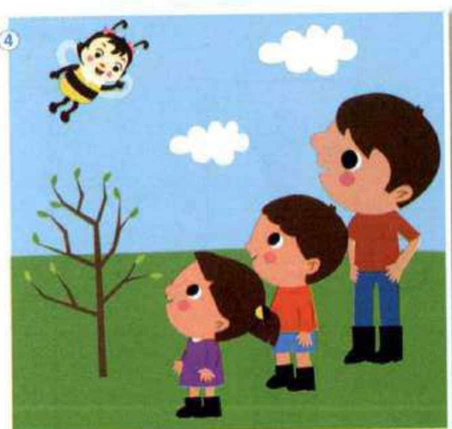
Story Unit 7



Daddy: Now let's put the tree into the hole.
Daddy: Now, let's fill the hole with soil.

53

Problem-solving Unit 7





Busy Bee: Can I help, Dina and Adam?
Dina: Yes, of course! What does the tree need now?

Audioscript

1:	**Dina:**	*Daddy is planting a new tree.*
	Daddy:	*First, we need to dig a big hole.*
2:	**Daddy:**	*These are the roots of the tree. Put the roots in water.*
	Dina:	*OK, Daddy!*
3:	**Daddy:**	*Now let's put the tree into the hole.*
		Now, let's fill the hole with soil.
4:	**Busy Bee:**	*Can I help, Dina and Adam?*
	Dina:	*Yes, of course! What does the tree need now?*
5:	**Daddy:**	*The tree needs water! Can you water the tree, Dina and Adam?*
	Dina and Adam:	*Yes, of course!*
	Dina:	*You can help, too, Busy Bee!*

1 Play the story again. Students listen, point to each frame and join in with any words they can.
2 Ask students to work in groups of four to read the story together. One student should be Adam, one should be Dina, one should be Daddy and one should be Busy Bee. When they have read the story once, they can swap parts and read again. Go around the classroom as students work, helping them to read and pronounce the words correctly.

Unit 7

Class activity (optional)

- Help students to get into five groups. Allocate each group a frame from the story to act out. Go around the classroom, making sure that students know who is speaking in each frame and what they are saying.
- Gather the whole class together to act out their story frames in order.

Consolidation game

- Play *Mime it* (Games Bank, page 153) with the new verbs *dig*, *plant* and *water*.

We can look after plants!

- Help students to find page 55. Ask them to tell you about the story. *What are they planting? What do they dig? What do they put in water? Where do they put the tree? Does Busy Bee help? Do they water the tree?* Praise all correct answers.
- Look at the photograph with the class. Ask *What can you see? (A boy is watering a plant.)* Do students now know how to look after plants? Ask *Do you look after plants?* Encourage students to look after plants.

Story



Daddy: The tree needs water! Can you water the tree, Dina and Adam?
Dina and Adam: Yes, of course!
Dina: You can help, too, Busy Bee!



We can look after plants!

Go to Activity Book pages 50-51



Story Unit 7

…plant a tree

…ook, read and put a ✓

…o is in the picture?

…am ✓ | Dina ✓ | Daddy ✓ | Mommy

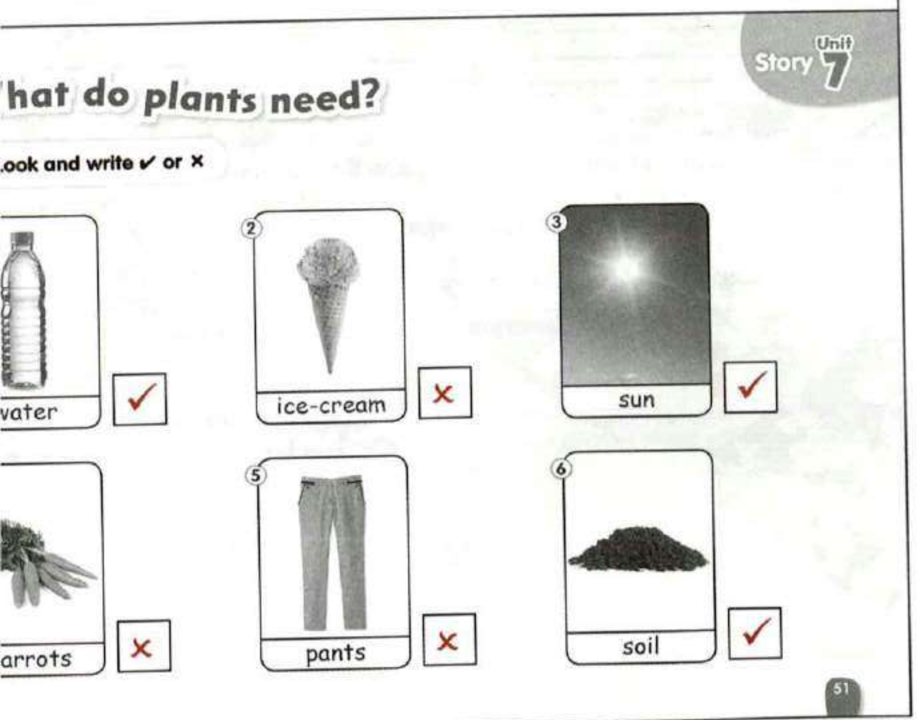
…ey are planting a ………………… .

tree ✓ | flower

…ey fill the hole with ………………… .

water | soil ✓

…age 79



Story Unit 7

…hat do plants need?

…ook and write ✓ or ×

…ater ✓ | ice-cream × | sun ✓

…arrots × | pants × | soil ✓

51

ACTIVITY BOOK page 50

1 Look, read and put a ✓

1. Help students to find page 50 in the Activity Book.
2. Explain that students are going to put a ✓ in the boxes under the correct answers.
3. Read the first question *Who is in the picture?* Elicit *Adam, Dina and Daddy*.
4. Ask students to put a ✓ in the correct boxes.
5. Students work with shoulder partners to finish the exercise.
6. Go around the classroom as they work. Make sure students can read the sentences. Help and encourage them.

Fast finishers

- Students can compare their answers with other partners.

ACTIVITY BOOK page 51

1 Look and write ✓ or ×

1. Help students to find page 51 in the Activity Book.
2. Remind students about the story. Do they remember what the tree needs? (air, light and water).
3. Point to the pictures. Ask *What are they?* Elicit the words.
4. Ask students to tick the things that plants need and to cross the things they do not need.
5. Go around the classroom as they work, helping as necessary. Encourage them to check their answers in pairs.

Consolidation game

- Play *Catch and say (1)* (Games Bank, page 152) with things that plants need (water, sun, light, air and soil).
- You could also play with things they do not need.

Unit 7

LESSON 14 SB page 56 AB page 52

Objectives: To work on a project
To make animal finger puppets
To present the puppets to the class

Vocabulary: *elephant, lion, monkey, giraffe, camel, snake*

Language: *This is (Leo). He's a (lion).*

Materials: Student's Book, pages 56 and 93
Activity Book, page 52
Digital Toolkit
For each pair of students: scissors, colored crayons, a paper punch
Optional: A camera and printer to produce the photo for the Activity Book
Optional: a soft ball for the consolidation game

Opener

Play *Mime it* (Games Bank, page 153) with some of the animals that the students know: *bee, dog, cat, cow, monkey*, etc. You can also make animal noises if they need help.

STUDENT'S BOOK page 56

Make an animal finger puppet

Help students to find page 56. Look at the pictures together with the class. Say *Look, the children are making an animal finger puppet. Here are the materials. They cut out the animals. They make a hole for their fingers. They color the animals. They put their fingers in the holes.*

Explain to the class that they are going to make their own finger puppets, following the instructions in the pictures.

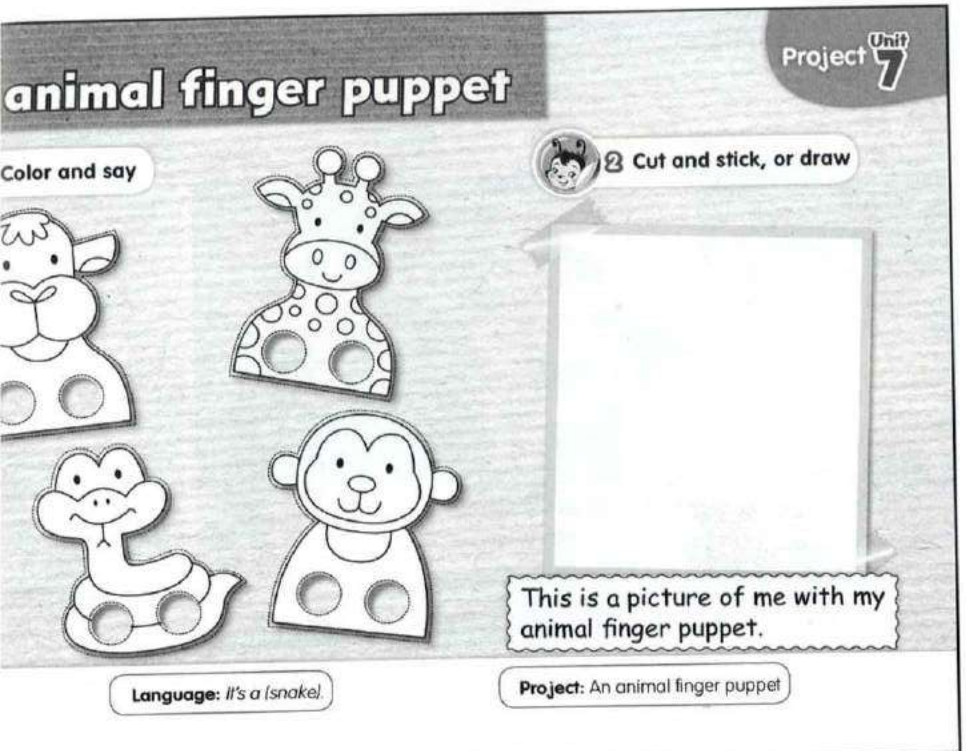
Demonstrate the procedure: First, they cut out the pictures from page 93. Then they take out the circles to make holes for their fingers. (Students can use the punch to cut the two holes. If you don't have a punch, use scissors or a pencil. You can help the students with this part). Say *Now, we have the fingers holes*. Students color the puppets. Then they put their fingers in the holes to make the puppets.

Make sure each child or table has the correct materials. Monitor students' work. Ensure that they clean and tidy up when they finish.



2 Look and say

1 Display students' puppets in the classroom. Help students to show their puppets to the class. Encourage students to name their puppets, then they can introduce them, by saying *This is (Leo). He's a lion.*
2 Encourage them to say as much as they can about the animals, e.g. *My name's (Lucky). I am a monkey. I eat bananas.*
3 Praise their work. Say *Well done, everyone. Fantastic puppets!*



CTIVITY BOOK page 52

Color and say

Help students to find page 52 in the Activity Book.
Students look carefully at the picture. Ask *What animals are these? (It's a camel/giraffe/ snake/monkey).*
Ask students to color the animal puppets appropriately.

Cut and stick, or draw

Students can draw a picture or stick in a photo of their completed finger puppets. They can present their photos to the class, saying *This is a picture of me with my animal finger puppet. His name is (Meshmesh). He's a monkey.*

Consolidation game

- Play *Catch and say* (2) (Games Bank, page 152) to practice all the animals that students know.

For the next class

- Ask students to bring a toy animal that they would like to share with the class.

Unit 7

LESSON 15 SB page 57 AB page 53

Objectives: To revise the unit content
To show and tell about a soft toy from home

Vocabulary: *pumpkin, cabbage, giraffe, monkey, camel, carrot, snake, lion, bear, rabbit, hen, ant, orange, tree, plant*

Materials: Student's Book, page 57
Activity Book, pages 53 and 91
Class CD
Digital Toolkit
Unit 7 poster
Flash cards: pumpkin, cabbage, giraffe, monkey, camel, cow, apple, parrot, carrot, rabbit, hen, orange
Coloring pencils or crayons
Students' finger puppets from Lesson 15
Craft materials: Sheets of A3 paper, colored crayons, magazines with pictures of farm animals, scissors and glue

Opener

Look at the animal finger puppets that the children made in Lesson 14 together and talk about them as a class. Say *What amazing animal finger puppets! I can see a yellow lion, two camels, one, two, three, four monkeys, a snake, etc.*
Ask students what they can remember from this unit. Say *What animals can you remember?* Look at the flash cards, phonics cards and unit poster together again and revise the unit vocabulary.
Invite students to sit in a circle. Explain that you are going to walk around the outside of the circle tapping each student on the head and saying an animal word. If you tap a student on the head and say *parrot*, that student must jump up and chase you in a clockwise direction around the circle, racing you to get back to their now empty space. Whoever reaches the space first sits down in it, and the game continues with whoever is left standing tapping students on the head and saying animal words, until they say *parrot* and the chase starts again.

STUDENT'S BOOK page 57

Show and tell

Make sure students have their toy animals with them. Place these on your table. If any students do not have a soft toy with them, encourage their friends to share with them.
Help students to find page 57. Look at the page with the class and explain that the girl in the photograph is talking about her soft toy.



3 Say *Let's talk about our toys.*
4 Choose a toy and invite the student who brought it in to come to the front. Ask *Who is this, (name)?*
5 Encourage students to use words and phrases that they have learned, such as *This is my monkey. He's (Crispy). He eats bananas.*
6 Students could also do this activity in pairs.
7 Help students with any vocabulary that they have not learned yet.

2 Look and color

1 This is a self-assessment activity. Students look at the categories: *Vocabulary* (for the new words in the unit), *Reading* (if they can read the key words), *Phonics* (if they know the letter sounds/æ/ and /ɒ/), Life skills (looking after plants), *Problem solving* (knowing what a tree needs), and *Project* (for their animal finger puppets).
2 For each category, students color the smiley face next to the pictures if they feel they have understood the section.



CTIVITY BOOK page 53

Look and color

Help students to find page 53 in the Activity Book. Look at the picture of the rabbit and ask students to name the animal.
Now ask them to say *What is the rabbit holding in its hands? (carrots)* Ask *How many?* Elicit *Two*.
Students now color the picture.
Encourage students to talk about the colors they use.

Think and color

This is a self-assessment activity. Students reflect on the unit and decide how well they have understood it. They choose the correct face and color it in. They could use the *Look and color* activity on Student's Book, page 57, to help them decide.
Go around the classroom and guide students as they work.

3 Color, cut and stick

1. Students color the monkey and the unit number.
2. Help the students find unit 7 cut-outs at the back of the Activity Book (page 91). Students find the correct bee figure, cut it out and stick it in the correct place on page 53.
3. See the notes on page xix for guidance on how to complete the *Teacher assessment* at the bottom of the page.

Class craft (optional)

- Explain to the class that they are going to make a farm.
- Divide the class into groups. Give each group a piece of A3 paper, some colored crayons and pictures of animals from magazines.
- Explain that each group is going to prepare a field for the farm. Give each group one of the following flash cards: cow, camel, hen, pumpkin, cabbage, carrot, apple, orange.
- Students then draw or cut out pictures of their animal or plant to stick on the pieces of A3 paper which become their fields. They can decide how many of each animal or plant goes in each field. They can add details, too; for example, they can color the field green or add trees if they wish.
- Clear a large space at the front of the class. When students have finished, they can bring their fields to the front and put them together to make a farm of many fields.
- Students then take it in turns to talk about what is in their field *Look, Ten cows. The cows eat plants. They need water.* They can also talk about other groups' fields if they wish.
- Ensure that students clean and tidy up when they finish.

Fast finishers

- Ask students to look back at Unit 7 in their Student's Book with a partner, pointing to and saying as many words as they can

Consolidation game

- Play *Point to it* (Games Bank, page 153) with the unit poster.

LESSON 1 SB page 58 AB page 54

Objectives: To identify vocabulary for transport

Vocabulary: *bus, car, felucca, plane, ship, taxi, train*

Materials: Student's Book, page 58
Activity Book, page 54
Digital Toolkit
A soft ball
Flash cards: bus, car, felucca, plane, ship, taxi, train
Audio recordings of different forms of transport: a moving train, a car starting, a ship's horn, a plane taking off, a felucca going through water, a police car siren for the class activity

Opener

- Play *Catch and say (1)* (Games Bank, page 152) to revise animals the students know.

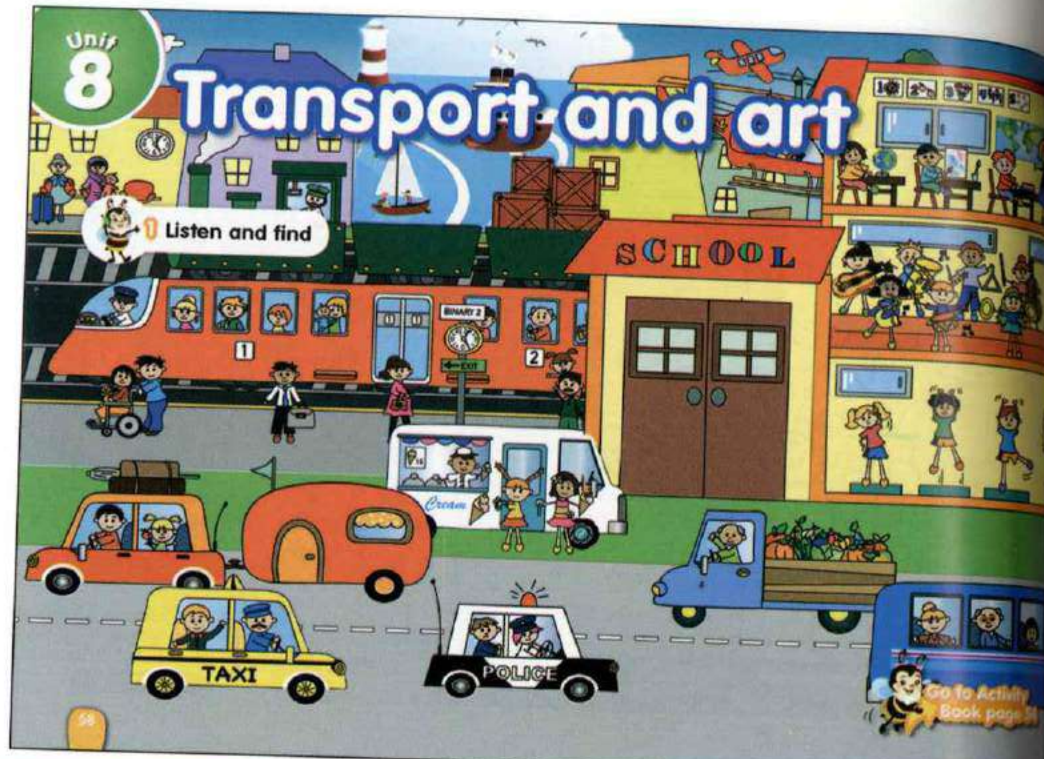
Presentation

1 Use the flash cards toy vehicle or videos to present and practice the new words: *bus, car, felucca, plane, ship, taxi* and *train.*
2 Then point to each item in turn and ask *What is this?* Vary the order you point to the items.
3 You can also practice the new words using the unit poster. Point to items on the poster for students to repeat chorally and individually. Ask individual students to come to the front of the class. Point to an item on the poster and ask *What's this?* Help the student to say the word.

STUDENT'S BOOK page 58

Listen and find

Help students to find page 58. Ask students *What can you see in the picture?* Encourage students to name the forms of transport and to name as many other items as they can in the picture.
As students name objects, ask them *What color is it?* or *How many are there?* Encourage them to say as much as they can about everything they can see in the picture.
Praise all correct answers.

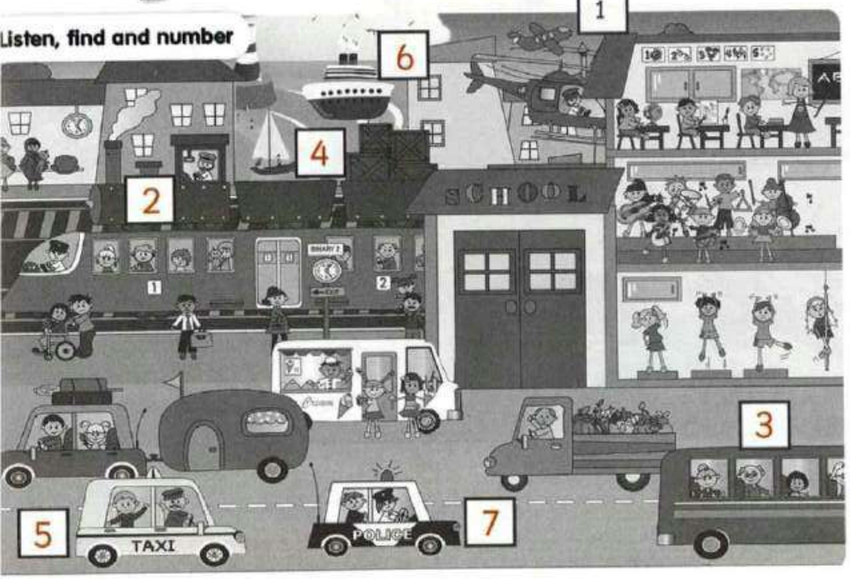


Audioscript

Boy: *What can you see?*
Girl: *I can see a plane.*
Boy: *I can see a bus.*
Girl: *I can see a police car.*
Boy: *I can see a taxi.*
Girl: *I can see a felucca.*
Boy: *I can see a ship.*
Girl: *I can see a train.*

Transport and art

Listen, find and number



CTIVITY BOOK page 54

Listen, find and number

Help students to find page 54 in the Activity Book.
Explain that this is a listening exercise. Students have to listen and number the forms of transport in the picture.
Play the first part of the audio track as an example. Make sure students see the 1 in the box next to the plane.
Continue playing the track, pausing after each item for students to find the transport form and write the correct number.
Go around the classroom and check students are doing this well. Play the audio recording at least twice for students to check their answers.

Audioscript

plane *2 train* *3 bus* *4 felucca* *5 taxi* *6 ship* *7 police car*

Class activity

- Explain to the class that you are going to do a fun activity to practice the English they know. Help the children to get into small groups. Sharing and taking turns will be very important in this activity.

What is it?

- Prepare audio recordings of different forms of transport: a moving train, a car starting, a ship's horn, a plane taking off, a felucca going through water, a police car siren.
- Students listen to each one and guess the form of transport. How many can they get right?

Consolidation game

- Say a number, for example 6. Students say the form of transport in the picture in the Activity Book (*ship*). Continue with all of the numbers in random order from 1-7.

Unit 8

LESSON 2 SB page 59 AB page 55

Objectives: To identify and use vocabulary for forms of transport
To match pictures of forms of transport with word labels

Vocabulary: *bicycle, bus, car, felucca, plane, ship, train, truck, wheelchair*

Materials: Student's Book, page 59
Activity Book, page 55
Unit 8 poster
Class CD
Digital Toolkit
Flash cards: bicycle, bus, car, felucca, plane, ship, train, truck, wheelchair
A toy car, plane, bus and train

Opener

Revise known forms of transport using the flash cards.
Play *What's this?* (Games Bank, page 154) with forms of transport.
Use the flash cards to present the new words: *bicycle, truck and wheelchair.*

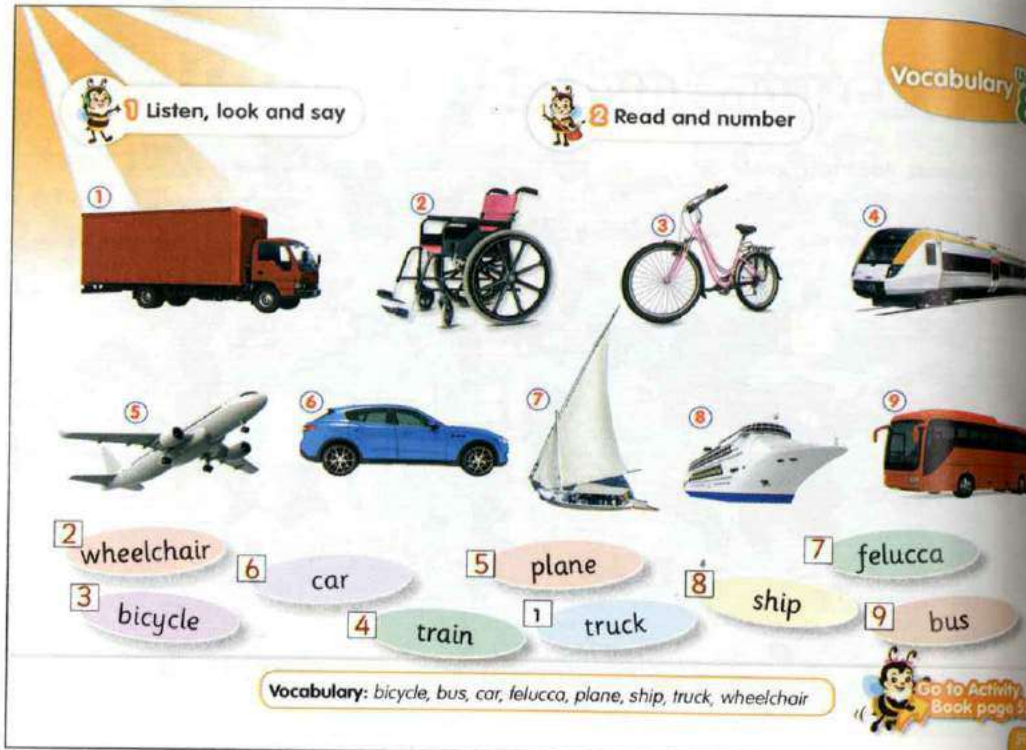
STUDENT'S BOOK page 59

Listen, look and say

Help students to find page 59.
Say *Now listen, look and say.* Play the CD, pausing after each word for students to repeat as they point to the pictures. Encourage students to listen carefully to the recording and to match the pronunciation as much as possible.

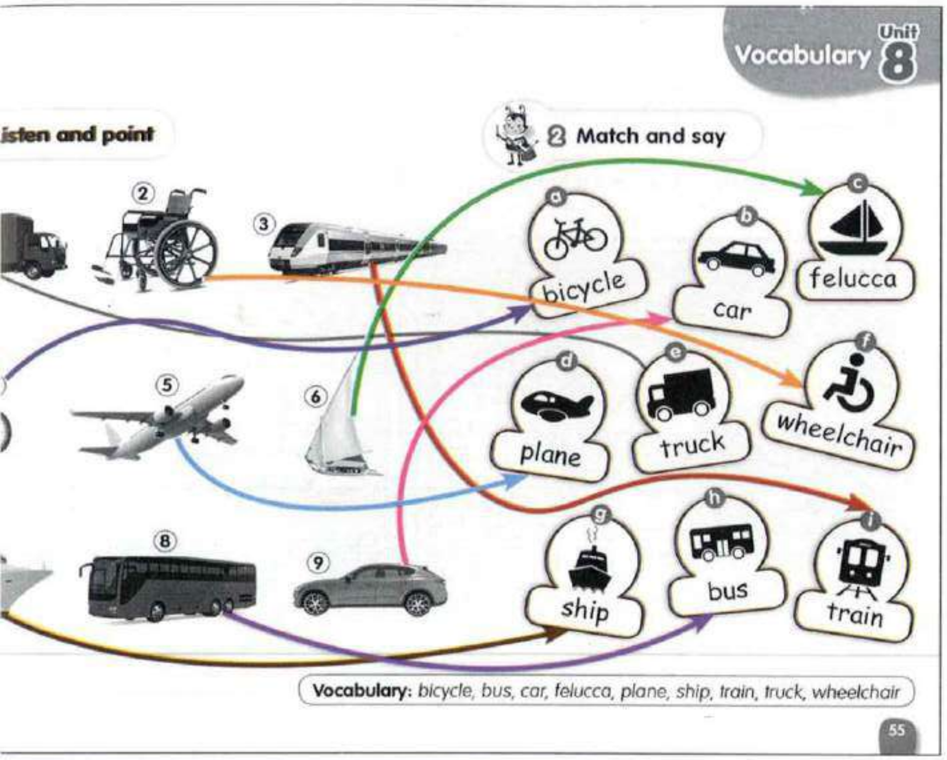
Audioscript

1 truck 2 wheelchair 3 bicycle 4 train 5 plane 6 car 7 felucca 8 ship 9 bus



2 Read and number

1 Focus the students' attention on the word labels at the bottom of the page. Point to each one in turn and elicit the word.
2 Tell students they are going to match the pictures with the words.
3 Demonstrate by pointing at the picture of the wheelchair. Say *wheelchair*. Then point to the word *wheelchair*. Demonstrate how to write number 2 in the correct box.
4 Students do the same for the other words. They can do this in pairs.
5 Go around the classroom, asking students to point to the pictures and say the words. Encourage them to give more details about the forms of transport if they are able: e.g. *It's a (truck). It's (red).*



CTIVITY BOOK page 55

Listen and point

elp students to find page 55 in the Activity Book.
xplain that they will hear the forms of transport in the pictures. They have to listen and
oint to the correct picture.
ay the CD. Check students point to the correct pictures.

udioscript

uck 2 wheelchair 3 train 4 bicycle 5 plane 6 felucca 7 ship 8 bus 9 car

latch and say

how students the example line matching the photo of the truck with the picture and word
bel on the right.
oint to the photo of the wheelchair and make sure students can match it to the correct icon
d word label.

3 Students continue the matching task in pairs. Go around and check they are doing this well. Encourage them to say the words aloud.

Fast finishers

- Students compare the pictures on Student's Book page 59 with the forms of transport in the unit poster. Can they find any forms of transport which are not shown on page 59?

Consolidation game

- Invite students to sit in a circle. Wrap one of the transport toys in a cloth and pass it around the circle, allowing students to feel what is inside the cloth. Once everyone has had a turn, ask *What is it?* Elicit the word. Unwrap the toy and say *Let's play with my (car)!* Repeat the activity with other toys.

LESSON 3 SB page 60 AB page 56

Objectives: To talk about forms of transport
To identify forms of transport in works of art
To label pictures of forms of transport

Vocabulary: *bicycle, bus, car, felucca, plane, ship, train, truck, wheelchair, motorbike*

Language: *What's that? It's a/an (apple).*

Materials: Student's Book, page 60
Activity Book, page 56
Digital Toolkit
Flash cards: bicycle, bus, car, felucca, plane, ship, train, truck, wheelchair
A picture of a motorbike
A soft ball
A toy car, plane, bus and train
Flash cards or word cards of different forms of transport: taxi, train, car, police car, bus, plane, felucca, ship for the class activity

Opener

- Revise the vocabulary for forms of transport with the class using the flash cards.
- Play *Catch and say (1)* (Games Bank, page 152) with forms of transport.

Presentation

1 Use a picture to present *motorbike*. Ask students to repeat the word. Do they know anyone who uses a motorbike?
2 Ask students if they like drawings and pictures. Do they have a favorite picture? What does it show? Encourage students to talk about it. Explain that drawing, pictures and photos are kinds of *art*.



STUDENT'S BOOK page 60

1 What can you see? Put a (✓) or (×)

1 Help students to find page 60.
2 Ask students if they like the pictures. What colors can they see?
3 Now ask them to look at the small photos at the bottom of the page. Elicit the forms of transport.
4 Explain that you want them to put a ✓ if they can see the form of transport in one of the pictures, and a × if they cannot. Students can do this in pairs.
5 Go around and monitor as they are working and check they are doing this well. Encourage them to say the words aloud as they tick or cross them.

ke art

Connect with Art Unit 8

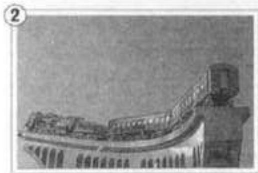
] Look, point and say

2 Write



bus

(2)



train

car
~~bus~~
felucca
bicycle
train



felucca

(4)



car

(5)



bicycle

ACTIVITY BOOK page 56

Look, point and say

Help students to find page 56 in the Activity Book. Help them read the title *I like art*.
Point at the word pool. Read *car, bus, felucca, bicycle* and *train*.
Encourage students to repeat several times.
Now ask students to point at each picture and say its name.

Write

Tell students that they are going to work in pairs to write the correct word label to write the correct word label under each picture.
Explain that all of the pictures show unusual forms of art.
Circulate, asking students to read their words to you. Praise all good work.

ass activity

Explain to the class that you are going to do a fun activity to practice the English they know. Help the children to get into small groups. Sharing and taking turns will be very important in this activity.

Charades

1 Use flash cards or word cards for the following forms of transport: taxi, train, car, police car, bus, plane, felucca, ship.
2 Students take it in turns to take a card and to look at it without showing it to other members of their group. They have to act out the form of transport for other members to guess what it is. They must use their imagination, e.g. they can act putting on their seat belt on a plane, sailing a felucca, hailing a taxi.
3 They then swap places with another student in their group and the game continues.

Fast finishers

- Students can tell their partners which of the pictures they like best.

Consolidation game

- Play *What's missing?* (Games Bank, page 154) using the toy car, plane, bus and train.

LESSON 4 SB page 61 AB page 57

Objectives: To complete paintings with forms of transport
To say what you can see in a picture
To identify whether a form of transport is new or old

Vocabulary: *new, old*

Language: *I can see (a red car).*

Materials: Student's Book, page 61
Activity Book, page 57
Digital Toolkit
Flash cards: boat, ship, car, train, bus, bicycle
A soft ball
Colored pencils or paint
Pictures or photos of car tyre tracks, bicycle tracks, train tracks, the wake of a felucca or a boat and a trail from a plane for the class activity

Opener

- Play *What's this?* (Games Bank, page 154) with the forms of transport flash cards.
- Play *Color show* (Games Bank, page 152) to revise colors.

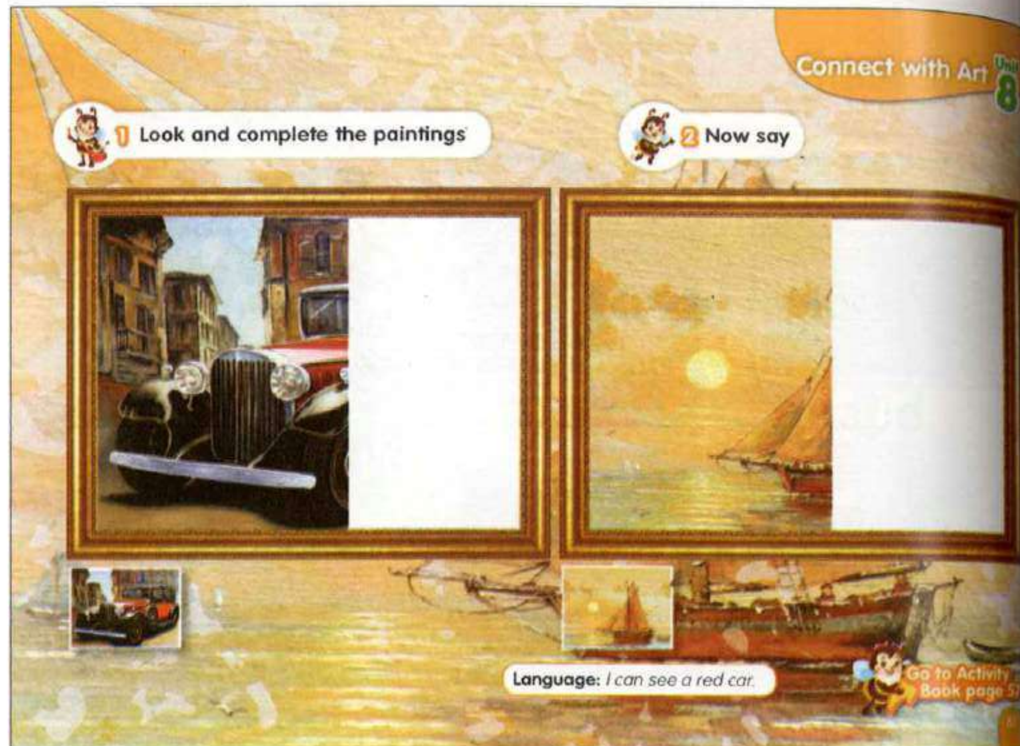
Presentation

1 Play a version of *Teacher says* (Games Bank, page 154) to revise the form *I can see a…*.
2 Say *Teacher says … I can see a book!* and point to a book in the classroom. The students point to the book. Then say *I can see a (pen)*. Point to the pen but do not say *Teacher says*. Students only point to the pen when you say Teacher says. Repeat with different items around the class.

STUDENT'S BOOK page 61

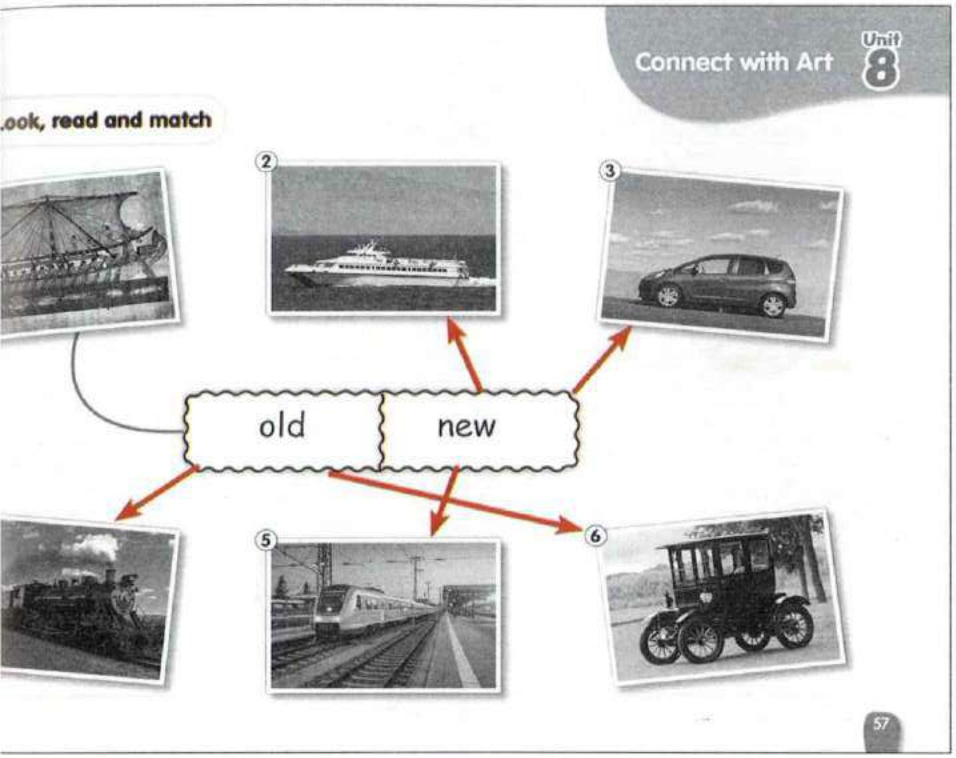
1 Look and complete the paintings

1 Help students to find page 61. Ask students to say what they can about the paintings.
2 Point out that they can only see half of the two paintings.
3 Explain that you want them to draw the other halves of the paintings. They can use their imagination, but they should also use the clues given in the half they can see and at the bottom of the page. They can use paint or colored pencils to finish the pictures.
4 Go around the classroom and monitor their work. Praise their efforts.



2 Now say

1 When students have finished their pictures, encourage them to say what they can about them. First, give them a few examples. Point to the picture on the left and say *I can see a red car*. Then point to the picture on the right and say *I can see a …* and elicit the end of the sentence.
2 Encourage the students to say what other things they can see in the pictures. They can also talk about colors. Praise all correct answers.
3 Before students look at the Activity Book, use two pictures to present *old* and *new*, one picture should be of an old car, and the other of a new one. Ask students, *Are they the same?* Elicit answers and conclude that one is old and the other is new.



CTIVITY BOOK page 57

ook, read and match

'resent other picture of old and new vehicles to help students get a general idea of the
oncepts of *old* and *new*
lelp students to find page 57 in the Activity Book.
licit what forms of transport are shown in the pictures.
Now focus on the words at the middle of the page (*old* and *new*). Ask students to match the
vords to the correct pictures.
Check that all students agree.

ss activity (optional)

Explain to the class that you are going to do a fun activity to practice the English they
now. Help the children to get into small groups. Sharing and taking turns will be very
mportant in this activity.

Transport detective

1 Prepare pictures of car tyre tracks, bicycle tracks, train tracks, the wake of a felucca or a boat and a trail from a plane.
2 Students use their detective skills to work out the form of transport for each picture.
3 To add an element of fun, you could also add some animal tracks, e.g. elephant/camel/ant/ bird footprints. Can students guess the animals?

Fast finishers

- Students try to find something new and something old in the classroom.

Consolidation game

- Play *Memory* (Games Bank, page 153) with the forms of transport flash cards.

Unit 8

LESSON 5 SB page 62 AB page 58

Objectives: To identify how forms of transport travel
To describe actions in the present
To sort forms of transport by how they travel

Vocabulary: *air, land, water, fly, travel, rocket*

Language: *How does a (plane) travel? A (plane flies in the air).*

Materials: Student's Book, page 62
Activity Book, page 58
Digital Toolkit
Flash cards: bicycle, bus, car, felucca, plane, ship, train, truck, wheelchair; air, water, land
A soft ball

Opener

Play *Guess the picture* (Games Bank, page 153) using forms of transport.

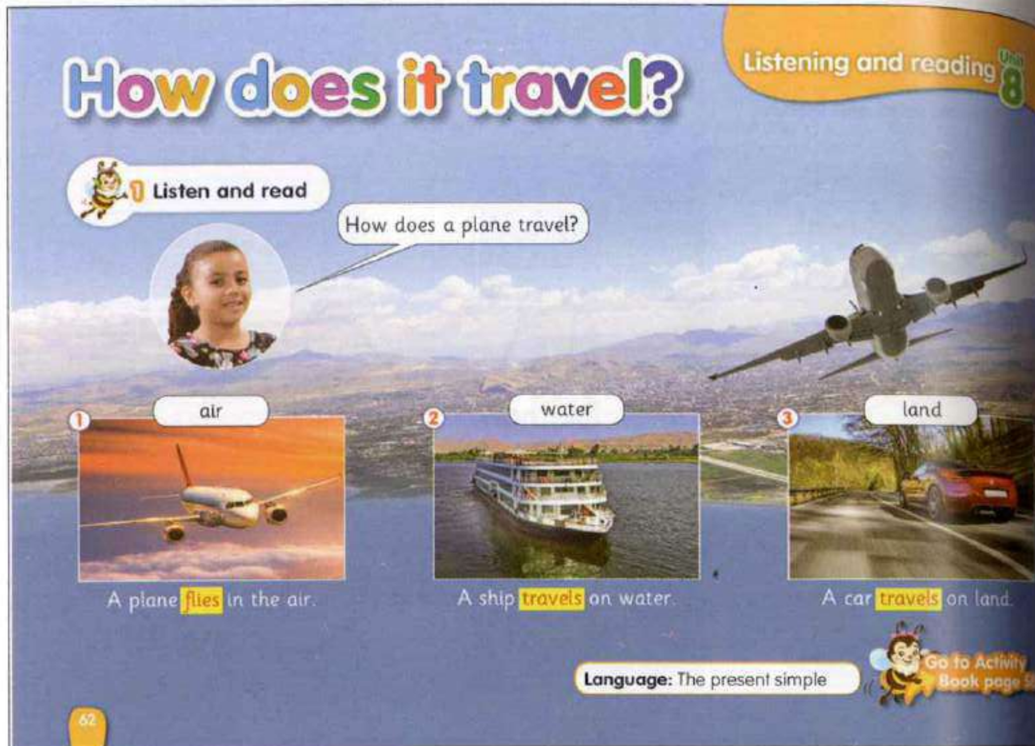
Presentation

Use the flash card to present something air. Then point to the sky and say *A plane flies in the air.* Write the sentence on the board and highlight the verb. Say the sentence again and ask students to repeat while you point to the sentence on the board.
Now hold up a flash card of a ship and water. Say *A ship travels on the water.* Students repeat.
Now show students a flash card of a train and land. Say *A train travels on land.* Students repeat.

STUDENT'S BOOK page 62

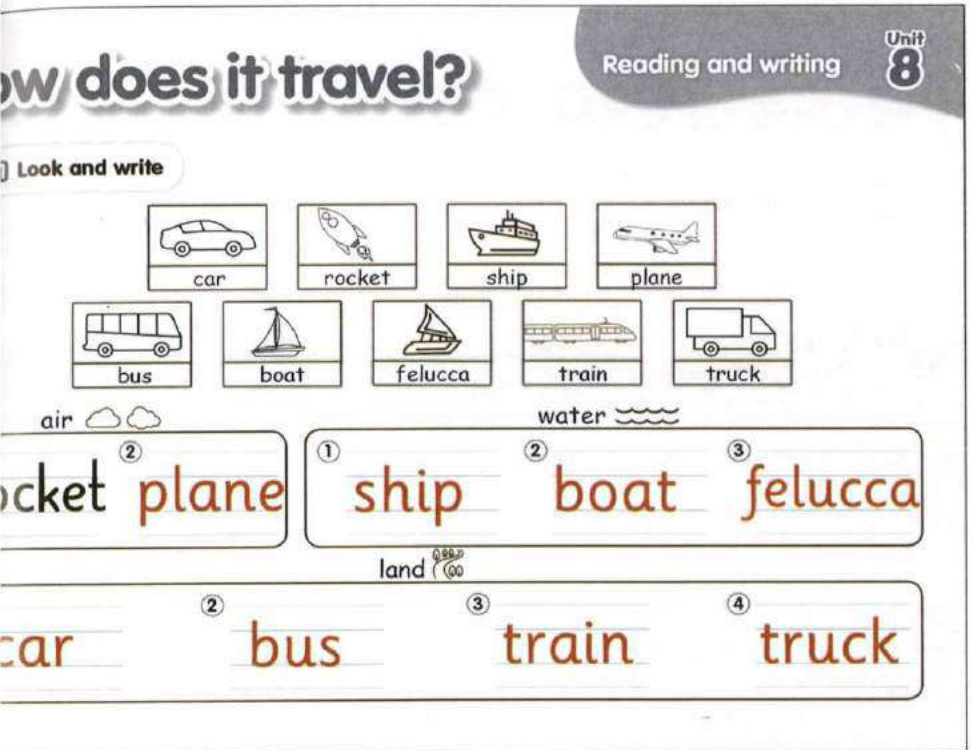
Listen and read

Help students to find page 62. Focus their attention on the photos. Ask students to identify the forms of transport.
Point to the speech bubble and read the question.
Play the CD. Students listen and read.
Play the CD again. Students listen and read aloud.
Now ask students to read without the CD.



Audioscript

1 *A plane flies in the air.*
2 *A ship travels on the water.*
3 *A car travels on land.*


ow does it travel?

Reading and writing

Unit 8

Look and write

car	rocket	ship	plane

bus	boat	felucca	train	truck

air

cket ② plane

water

① ship ② boat ③ felucca

land

car ② bus ③ train ④ truck

ACTIVITY BOOK page 58

Look and write

Help students to find page 58 in the Activity Book. Ask students to identify and read the labels for forms of transport at the top.

Now focus on the words *air, water* and *land*. Explain that you want students to add words in the numbered spaces to show if the forms of transport travel by air, water or land.

Read the answered example (*rocket*). Show students where the word is written (*under air*).

Students then complete the task in pairs.

Go around the class as students work and help them as necessary.

Check their answers as a class. Use calling sticks to choose students to read out the words aloud.

Fast finishers

- Students can color the pictures in the Activity Book.

Consolidation game

- Play *Word whispers* (Games Bank, page 154) with short sentences, for example: *A ship travels on water.*
- Draw a rocket on the board. Say that it is going to launch soon. Do a countdown from ten to one with the class. When they reach one, say *Go!* and get students to mime shooting to the sky.

LESSON 6 SB page 63 AB page 59

Objectives: To learn about objects that float or sink

Vocabulary: *float, sink*

Materials: Student's Book, pages 63 and 95
Activity Book, page 59
Digital Toolkit
Flash cards: float, sink
Optional: a clear bowl of water, a key, a toy or paper boat, an inflatable ring, a metal spoon, an inflatable ball, a wooden spoon
Scissors and glue
A plastic bowl of water, a feather, a coin, a rubber, a pencil sharpener, a toy doll's cup or toy boat (or any other objects that float or sink and will not be damaged in water) for the class activity

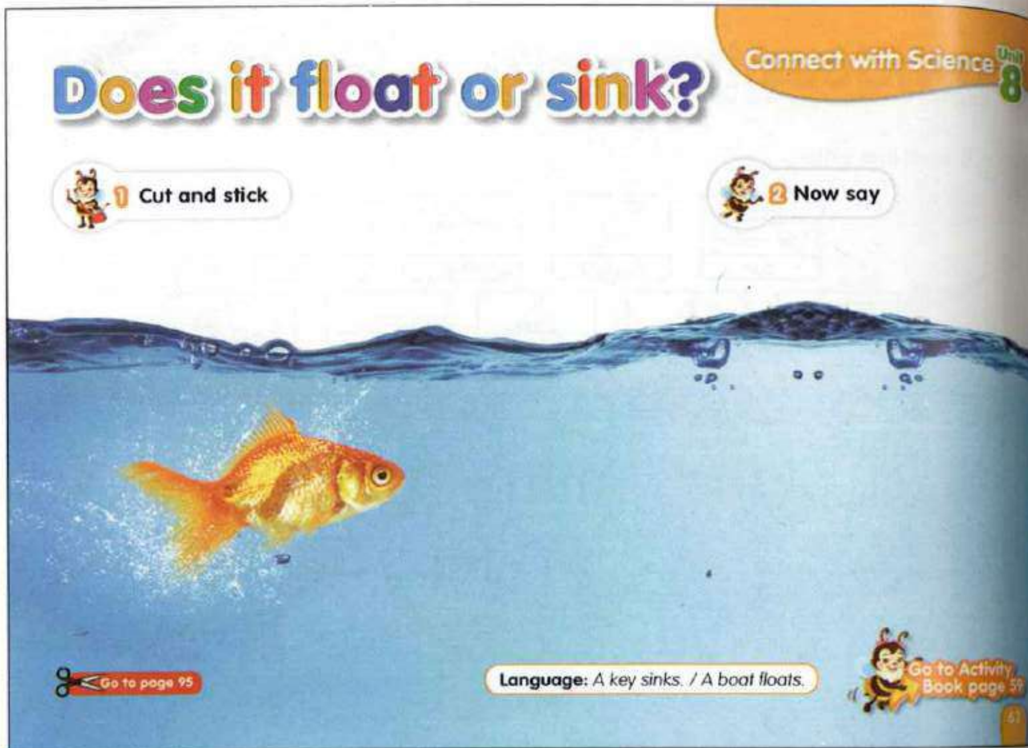
Opener

Say a sentence about forms of transport. Students say *Yes if it is true or No if it is not true*. *Say e.g. A plane flies in the air. (Yes), A ship travels on land. (No), A car travels on water. (No), etc.*

Play *Point to it* (Games Bank, page 153) to revise materials: wood, paper, metal, plastic, glass. Ask students to point to objects that are made of these materials.

Presentation

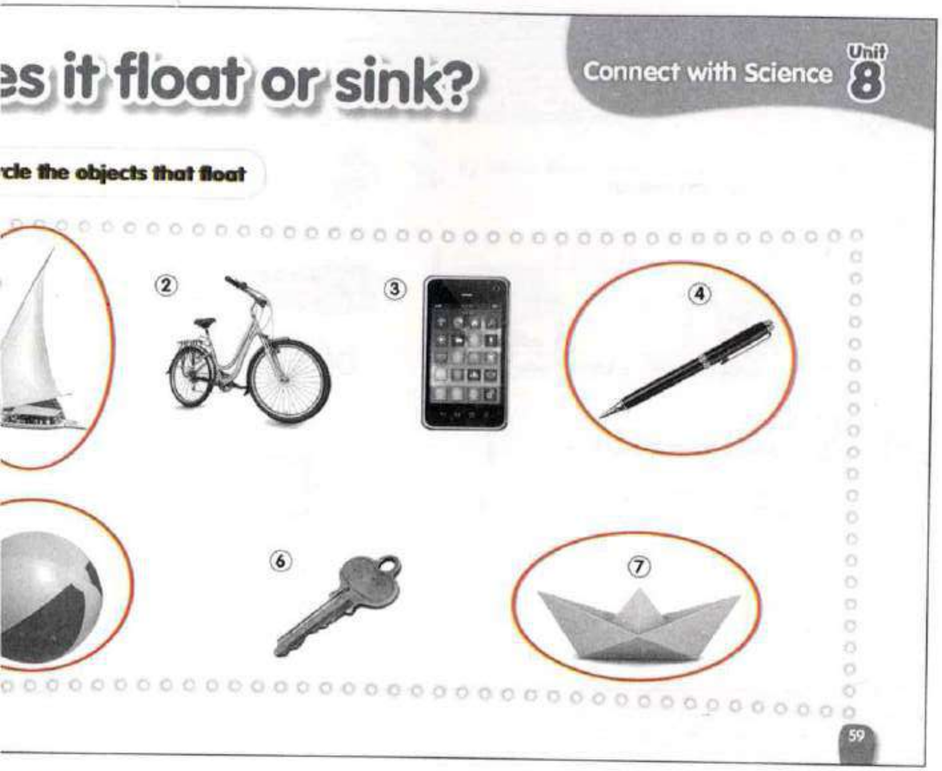
If available, put a clear bowl of water on your desk and say *Look, water!* Now hold up a key and say *Look, a key*! Put it in the water and show that it sinks. Say *Look, it sinks. It sinks*. Write the sentence on the board. Students repeat.
Repeat with a toy or paper boat. This time, say *Look, it floats. It floats*. Write the sentence on the board. Students repeat



STUDENT'S BOOK page 63

1 Cut and stick

1 Help students to find page 63. Point to the fish and say *The fish travels in water*.
2 Now ask students to look at page 95 and elicit the names of the objects which students can say in English. Praise all correct answers and help with words that students do not know.
3 Explain that students need to cut out the objects carefully with scissors.
4 They then look at the picture on page 63 and decide if each object sinks or floats. If it sinks, they can place the object at the bottom of the picture. If it floats, they can place it on top of the water.
5 Circulate the classroom as students work and help as necessary.
6 If you have the items and a bowl of water available, you can experiment in the classroom to check the students' answers. Use calling sticks to choose students to invite to the front of the classroom and put an item in the water. Ask them to say *It floats* or *It sinks* as appropriate.
7 When you have checked answers, ask students to stick the items onto the page in the right place.



w say

ld up an item (the real item or a cut-out).
dents make sentences about each object. For example: *A (key) sinks. A (boat) floats.*
ise all good answers.

ACTIVITY BOOK page 59

1 Circle the objects that float

1 Help students to find page 59 in the Activity Book. Point to each picture and ask *What is it?*
2 Ask students to circle the objects that float.
3 Go around the classroom as students work. Encourage them to talk about their choices.
4 Encourage students to compare their answers with their shoulder partners.

Class activity

- Explain to the class that you are going to do a fun activity to practice the English they know. Help the children to get into small groups. Sharing and taking turns will be very important in this activity.

Sinks or floats?

1 Fill a plastic bowl with water and then put some objects alongside the bowl: a feather, a coin, a rubber, a pencil sharpener, a small doll's cup or toy boat.
2 Students decide which of the items they think floats or sinks.
3 They then check their answers by putting each one in water. Where they correct?
4 Make sure that the objects are out of the water for the next group.

Fast finishers

- In pairs, students name classroom objects and say if they sink or float in water.
- Confident students can be invited to the front of the class to say their sentences.

Consolidation game

- Test a selection of classroom items in a bowl of water. Ask students to predict the result before the item goes into the water. Then, help them to talk about the results.

LESSON 7

SB page 64 AB page 60

Objectives: To identify and use the letter sounds /ɛ/ and /ʌ/
To blend CVC words with e and u

Vocabulary: *elephant, under, cup, bus, up, pen, egg*

Materials: Student's Book, page 64
Activity Book, page 60
Flash cards: elephant, hen, cat, dog, bus, pen, egg, cup
Class CD
Digital Toolkit
Phonics cards: e/elephant, u/under
A pencil for each student

Opener

- Play *Guess the picture* (Games Bank, page 153) to revise animals: elephant, hen, cat, dog.
- Hold up classroom items. For each one, say *Sinks or floats?* Students answer according to the results in the last lesson.

Presentation

Letter sound /ɛ/

1 Show the picture on the e/elephant phonics card and elicit *elephant*. Then say *elephant*. Students repeat after you.
2 Show the letter side of the phonics card and say /ɛ/. Students repeat the sound /ɛ/ with you.
3 Then show the picture on the card again and elicit *elephant*.
4 Flip the card from the letter side to the picture side several times so that the students are saying /ɛ/ … *elephant* repeatedly.

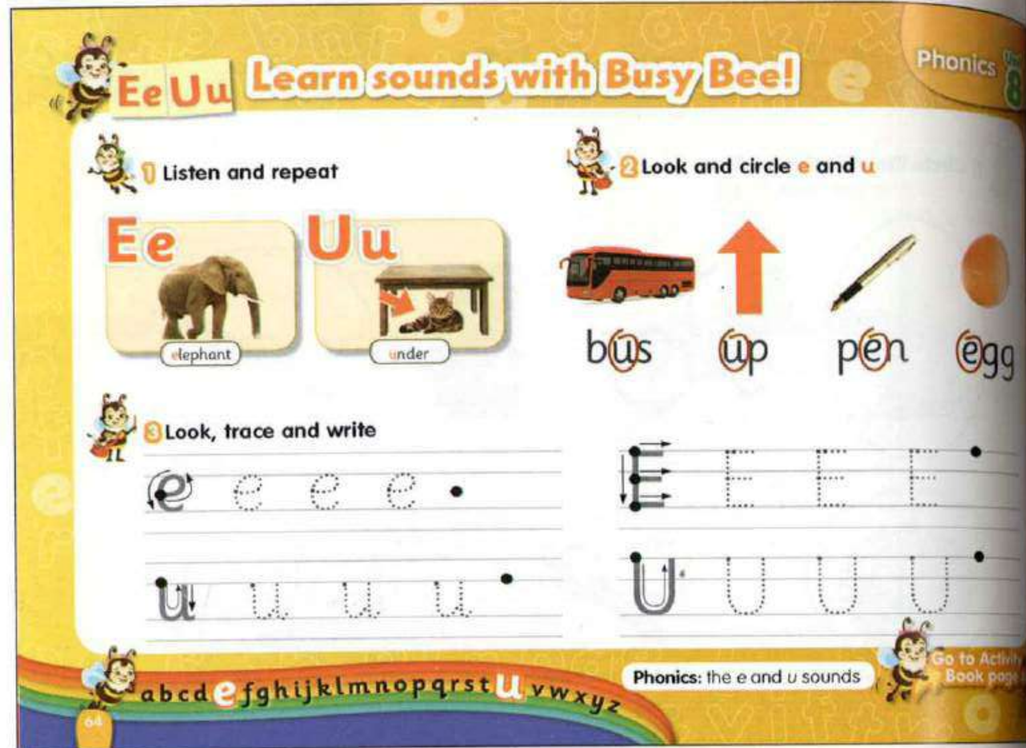
Letter sound /ʌ/

1 Show the picture on the u/under phonics card and ask *Where is the cat?* Elicit *It's under the table*. Then say *under*. Students repeat after you.
2 Show the letter side of the phonics card and say /ʌ/. Students repeat the sound /ʌ/ with you.
3 Then show the picture on the card again and elicit *under*.
4 Flip the card from the letter side to the picture side several times so that the students are saying /ʌ/ … *under* repeatedly.

STUDENT'S BOOK page 64

1 Listen and repeat

1 Help students to find page 64. Point to the picture of the elephant on the left-hand side of the page and elicit the word *elephant*.



2 Then point to the letter *e* on the page and say the sound /ɛ/. Students repeat after you. Practice this several times.
3 Play the CD. Sing the first part of the song to the class. Then play the second part, encouraging students to listen and repeat the /ɛ/ sound. Pause the CD.
4 Repeat for the second verse for the /ʌ/ sound and under.

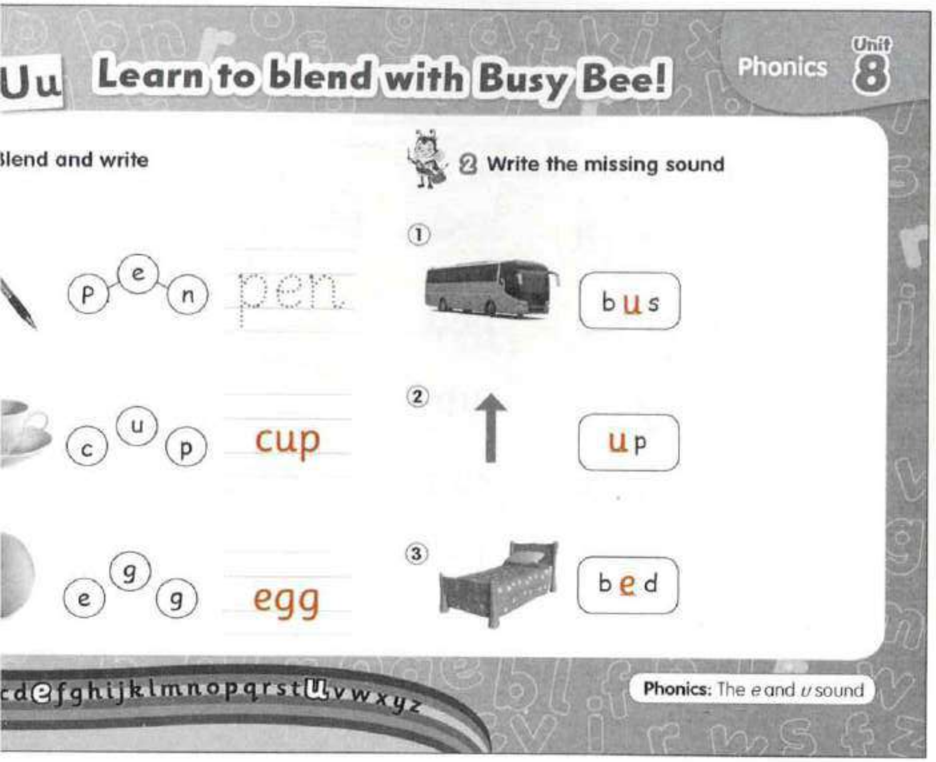
Audioscript

Everyone listen
Listen to me
Listen and repeat
Repeat after me
/ɛ/
/ɛ/, /ɛ/
/ɛ/, /ɛ/, /ɛ/
/ɛ/ elephant
Elephant!

Everyone listen
Listen to me
Listen and repeat
Repeat after me
/ʌ/
/ʌ/, /ʌ/
/ʌ/, /ʌ/, /ʌ/
/ʌ/ under
Under!

2 Look and circle e and u

1 Look at the pictures with the class and elicit the items. *What can you see?* (*bus, up, pen, egg*). Say the words together with the class.



nt to the bus. Say the word *bus*. Say /ʌ/ *bus*. Point to the u and show the students how to w a circle around it.
peat the procedure for *pen*. Ask the students to draw a circle around *e*. Ask them to hold their books to show you their answers.
peat the procedure for *up* and *egg*.
dents look at the alphabet at the bottom of the page and find and point to the letters *e* and *u*.

ok, trace and write

del the letter formation for the letter *e*. With your back to the class, write the letter *e* in air with a finger while saying the sound /ɛ/, making the starting point and direction of ting clear.
dents copy the letter in the air several times, saying the letter sound as they do so.
en demonstrate with one student how to write the letter on another student's back, and all the students to do this in pairs.
en model the correct letter formation on the board.
peat steps 1-4 for capital E.
del the letter formation for the letter *u*. With your back to the class, write a large letter *u* he air with a finger while saying the sound /ʌ/, making the starting point and direction of ting clear.

7 Students copy the letter in the air several times, saying the letter sound as they do so.
8 Then demonstrate with one student how to write the letter on another student's back, and ask all the students to do this in pairs.
9 Then model the correct letter formation on the board.
10 Repeat steps 6-9 for capital *U*.
11 Students trace over the dotted letters in their book with a finger and then with a pencil.
12 Ask students to copy the letters at the end of each line. Remind them that they should start each letter at the starting dot as shown.

ACTIVITY BOOK page 60

1 Blend and write

1 Help students to find page 60 in the Activity Book and ask them to say what they can see in the pictures.
2 Point to the first word and elicit *pen*. Show students the three letter sounds in the circles. Read out each sound and encourage students to repeat. Read the three sounds and then say *p-e-n ... pen*. Encourage students to repeat and then to trace the word.
3 Now point to the second word and elicit *cup*. Encourage students to sound out the word and write the letters.
4 Students complete question 3 on their own. They can check their answers with their shoulder partner.

2 Write the missing sound

1 Ask students to look at the pictures in Exercise 2. Ask them if they can name anything in English.
2 Focus their attention on the first picture and elicit *bus*. Point to the letters alongside the first picture.
3 Ask students to guess the missing letter *(u)*. Say each letter in turn *b-u-s*. Students repeat. Write the correct answer on the board.
4 Repeat the procedure for *up* and *bed*.
5 Students then work individually to finish the exercise. Ask them to check each other's answers. Praise all good work.

Fast finishers

- Put all the phonics flash cards taught so far on a table. Students practice pointing to and saying the words and letter sounds for the flash cards.

Consolidation game

- Play *Pass the letter* (Games Bank, page 153) with the letters *u* and *e*. You can also include other known letters in the game for revision.

Unit 8

LESSON 8 — SB page 65 — AB page 61

Objectives: To blend, write and color CVC words with *e* and *u*
To sing a song
To complete a rhyme

Vocabulary: *red, bed, up, sun, net, run, rat, cat*

Materials: Student's Book, page 65
Activity Book, page 61
Class CD
Digital Toolkit
Flash cards: e/elephant, u/under

Opener

- Revise the /ɛ/ sound with the class using the e/elephant flash card. Help them to find the letter *e* and the picture of the elephant on Student's Book, page 64. Ask students to point to and say any other words on the page containing the letter *e (pen, egg)*.
- Then revise the /ʌ/ sound using the u/under flash card. Ask students to point to and say any other words on the page containing the letter *u (bus, up)*.
- Play the song from Lesson 7, Student's Book, page 64, again with the class and ask students to sing along with the song as much as they can.

STUDENT'S BOOK — page 65

1 Look, blend and write. Then say

1. Help students to find page 65. Point to the first picture and elicit *red*. Say each letter sound *r-e-d*, then point to the word *red*. Ask students to trace over the word.
2. Repeat for *bed*. This time students say the letters *b-e-d* and write the word *bed*.
3. Students do the same for each word.
4. Circulate, checking the students are forming the words correctly.
5. Students then say each completed word.

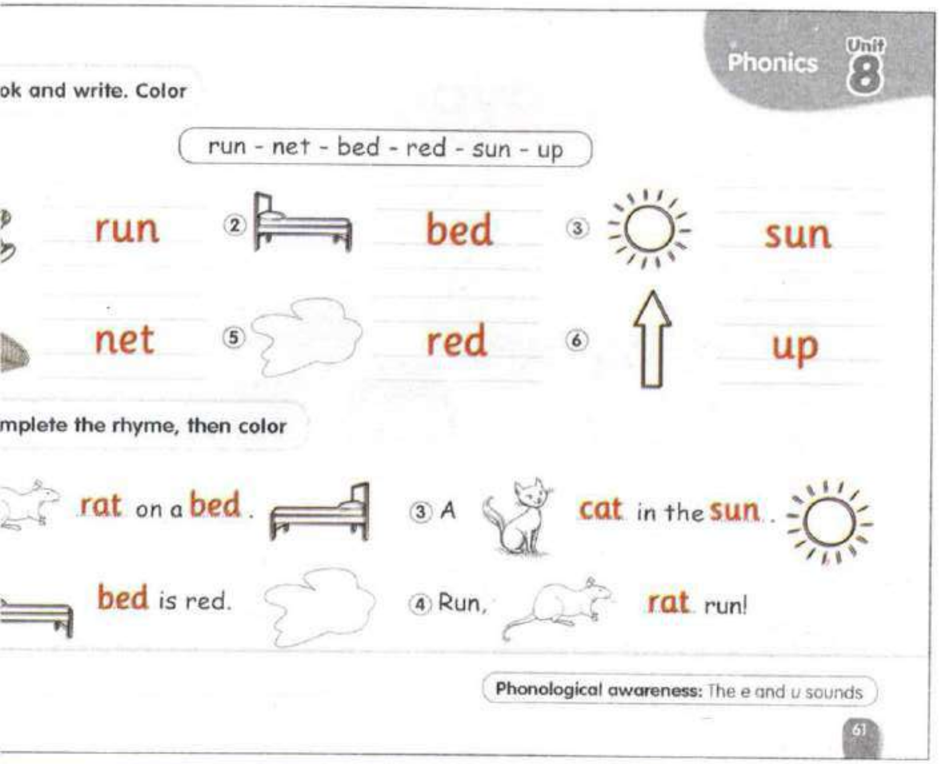


2 Sing

1. Ask students to say what they can see in the pictures (*cats, a bed, a net, a rat, the sun*).
2. Play the song on the CD. Students listen and point to each picture as they hear the corresponding word.
3. Play the song again. Encourage students to sing along with the song, pointing to the words as they sing.
4. Play the song again and encourage students to mime the actions (e.g. *running*).
5. When students are able, play the version of the song without words. Students sing as much as they can.

Audioscript

There's a cat on the bed.
The bed is red.
There's a rat in the net.
And a cat in the sun.
The rat can run!
Run, rat, run!


Phonics Unit 8

ok and write. Color

run - net - bed - red - sun - up

run ② bed ③ sun

net ⑤ red ⑥ up

mplete the rhyme, then color

rat on a bed . ③ A cat in the sun .

bed is red. ④ Run, rat run!

Phonological awareness: The e and u sounds

61

TIVITY BOOK page 61

ok and write. Color

lp students to find page 61 in the Activity Book. Point to the pictures and elicit the rds in the word pool at the top.
w point to the first picture and ask students which word matches the picture (*run*).
idents write the word carefully within the guidelines.
around the room as the students work and help them form the letters correctly.
peat the procedure for the other pictures.

mplete the rhyme, then color

k students to look again at the song on Student's Book page 65. Remind them what a me is and give them an example (*two* and *you*). Can they tell you which words in the g rhyme? If necessary, remind them that it is often the last word in each line (*bed, red,* *, run*).

2 Now ask them to look at Exercise 2 in the Activity Book. Can they complete the rhymes? Students use the picture clues to write the missing words. Do the first two sentences as an example.
3 Encourage students to work in pairs to complete the next two sentences.
4 Ask students to read the completed rhyme aloud.

Consolidation game

- Ask students to think of any other words that rhyme, e.g.
  me, tree, three;
  look, book;
  shop, stop.

LESSON 9 SB page 66 AB page 62

Objectives: To talk about where people live and how they travel
To trace and copy sentences
To use the present simple

Vocabulary: *by car/plane/ship/train*

Language: *I live in (Cairo). I go to (Giza) by (car).*

Materials: Student's Book, page 66
Activity Book, page 62
Flash cards: car, plane, ship, train
Digital Toolkit
A soft ball
A map of Egypt

Opener

- Ask students to say as many words as they can that rhyme. Write these on the board.
- Play *Catch and say (2)* (Games Bank, page 152) to revise all the forms of transport they know.

Presentation

1 Show students a map of Egypt. Can students point to where they live on the map? Help them to find the rough location.
2 Point to where you live and say *I live in (governorate name).* Students repeat.
3 Revise how things move. Say *A plane flies in the …* and elicit *air*. Do the same with *A ship travels on … (water). A car travels on … (land).*
4 Now point to the map and ask students *How do you travel?* Hold up the flash card of a car and say *I go by car*. Students repeat. Then hold up the flash card of the plane and say *I go by plane*. Students repeat.
5 Do the same with the ship and the train.

STUDENT'S BOOK page 66

1 Listen, then read

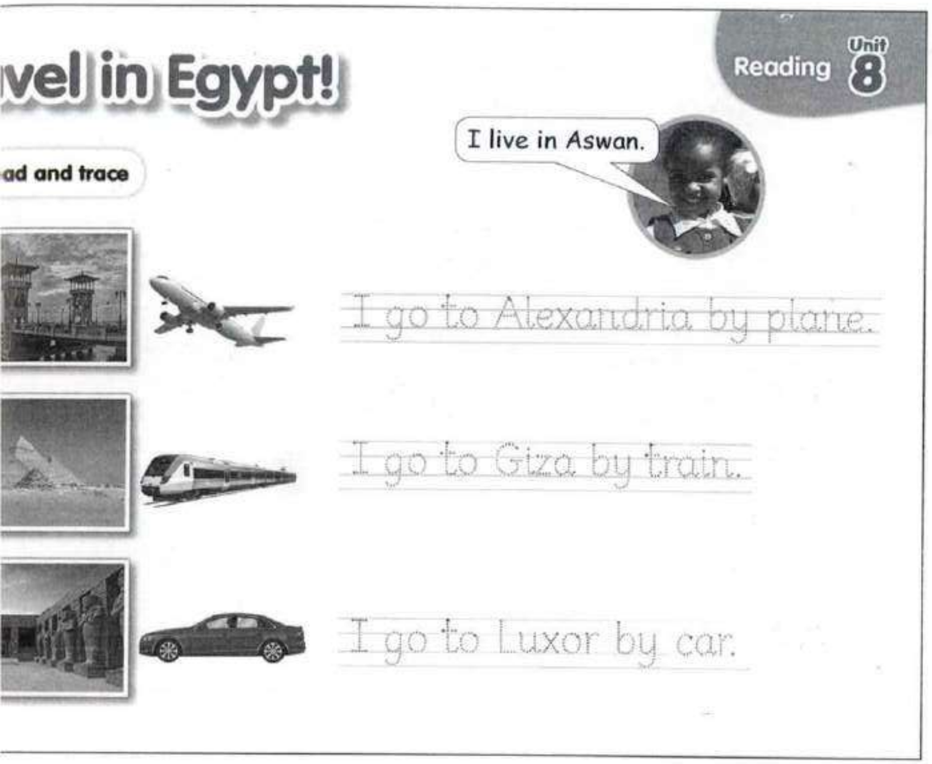
1 Help students to find page 66. Focus their attention on the pictures. Do they know where these places are? Help students to find them on the map.
2 Ask students to name the forms of transport they can see.



3 Explain that the boy is talking about where he lives and how he travels to places in Egypt.
4 Play the CD. Students listen and repeat.
5 Play the CD again. Students listen and read aloud.
6 Now ask students to read without the CD.
7 For further practice, say the name of a place in the photos, e.g. *Luxor*. Students read the sentence. Repeat for the other places.

Audioscript

1 *I live in Cairo. I go to Giza by car.*
2 *I go to Aswan by plane.*
3 *I go to Luxor by ship.*
4 *I go to Alexandria by train.*



TIVITY BOOK page 62

ad and trace

p students to find page 62 in the Activity Book. Point to the girl at the top and read the
ech bubble.
lain that students are now going to find out how the girl travels around Egypt.
nt to the first picture and ask students to read and then trace the sentence.
eat for the other sentences.
around the classroom as they work and help as necessary.

Fast finishers

- In pairs, students turn to their partner and read their sentences to them.
- Confident students can be invited to the front of the class to read their sentences.

Consolidation game

- Play *Word whispers* (Games Bank, page 154) with a sentence from the page, e.g. *I go to Luxor by car.*

LESSON 10 SB page 67 AB page 63

Objectives: To identify and talk about types of weather

Vocabulary: *sunny, hot, windy, rainy*

Language: *It's (sunny) in Giza.*

Materials: Student's Book, page 67
Activity Book, page 63
Digital Toolkit
Flash cards: sunny, hot, windy, rainy
A map of Egypt
Optional: A weather map of Egypt

Opener

- Play *Guess the picture* (Games Bank, page 153) using forms of transport flash cards.

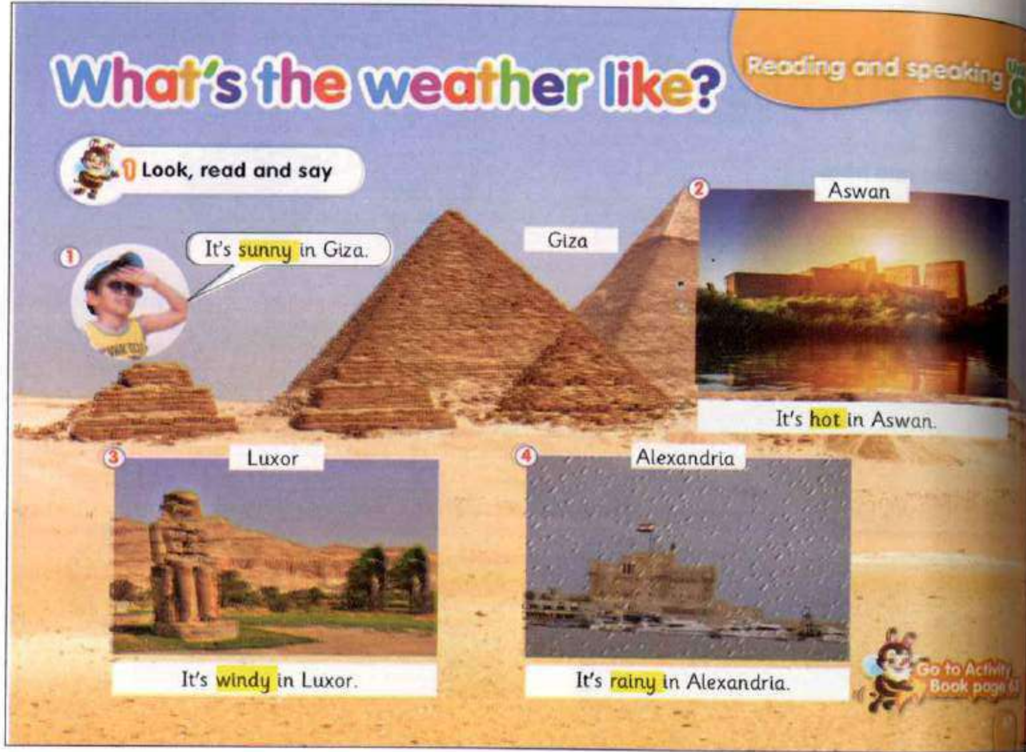
Presentation

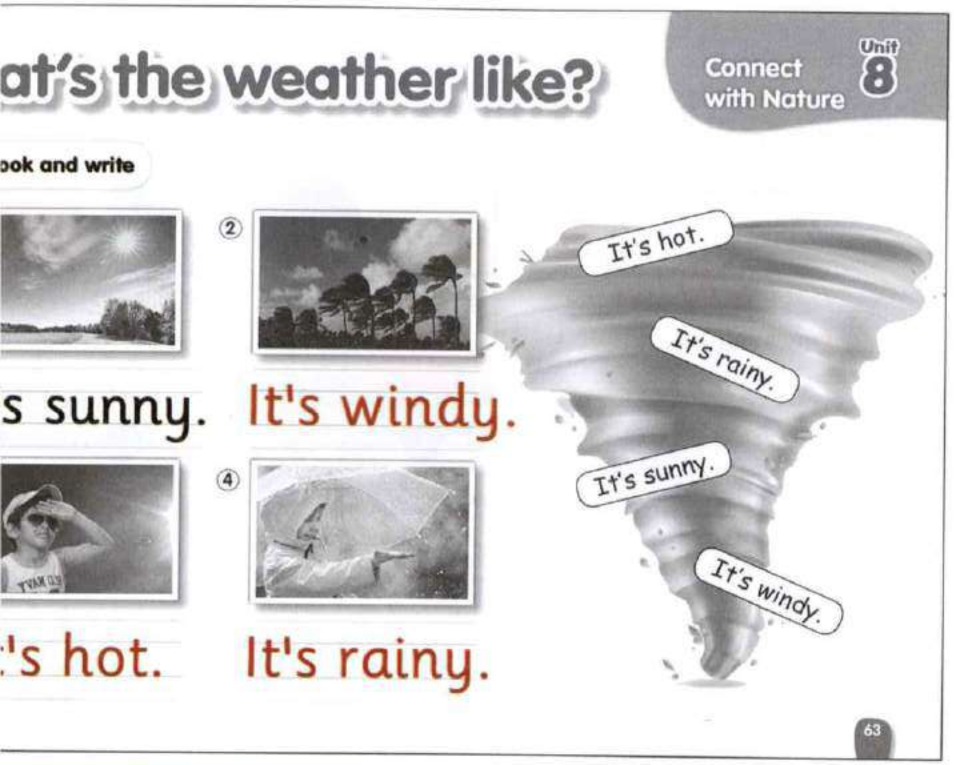
1. Use the flash cards to present *sunny, hot, windy* and *rainy.*
2. Point to the window. Ask *What's the weather like?*
3. Decide with the class which description is the best for today's weather. Stick that flash card to the board. Say *It's (sunny).* Encourage the class to repeat.

STUDENT'S BOOK page 67

1 Look, read and say

1. Help students to find page 67. Ask them to look at the pictures. Do they know where these places are? Read the place labels and help students to find them on the map.
2. If you have a weather map, show it to the students. Can they say what the weather is like in different places?
3. Now ask *What is the weather like in Giza?* Encourage students to read the text and tell you.
4. Repeat steps 2-3 for the rest of the places.





TIVITY BOOK page 63

ook and write

elp students to find page 63. Use the pictures to elicit the weather words *What's the eather like?*

ell students that they are going to choose the correct sentence from the right-hand side of e page to write under each picture.

o around the classroom, asking students to point to the pictures and say the sentences as ey write.

Fast finishers

- Students can point to the pictures and show them to a partner, talking about the weather in each.

Consolidation game

- Play *Point to the card* (Games Bank, page 153) with the weather flash cards.

LESSON 11 SB page 68 AB page 64

Objectives: To identify different shapes
To draw forms of transport using shapes
To write words for shapes
To identify and complete sequences of shapes

Vocabulary: *star, square, circle, triangle, rectangle*

Materials: Student's Book, page 68
Activity Book, page 64
Digital Toolkit
Flash cards: star, square, circle, triangle, rectangle
A soft ball
Scissors and glue

Opener

- Play *Catch and say (2)* (Games Bank, page 152) to revise forms of transport.
- Ask students to look out of the window. Say *What's the weather like?* Students answer *It's (sunny).*

Presentation

1 Introduce shapes using the flash cards.
2 Play *Point to it* (Games Bank, page 153) using shapes. Say *Point to a square.* Students find something that is square in the classroom and point to it. Repeat the procedure with the other shapes.

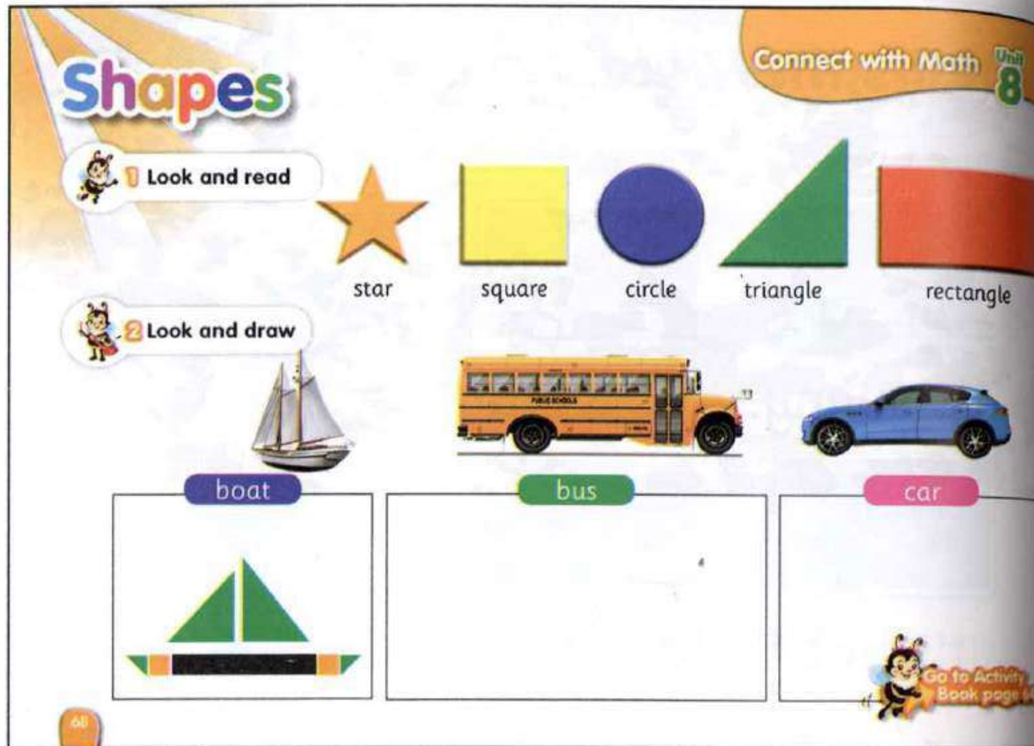
STUDENT'S BOOK page 68

1 Look and read

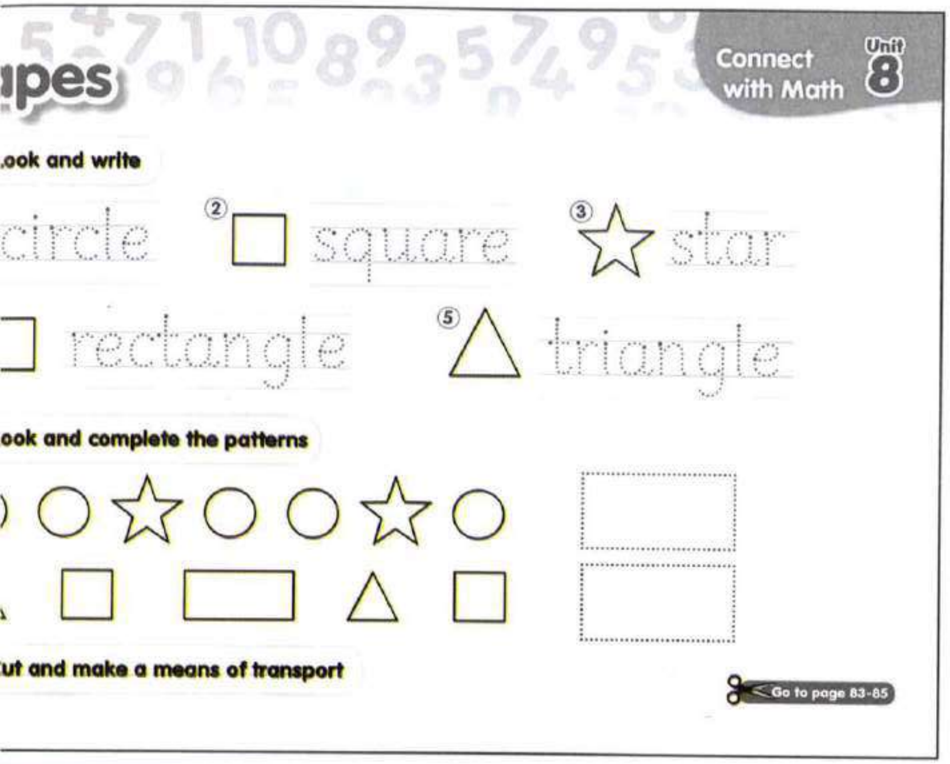
1 Help students to find page 68. Point to each picture and elicit the word from the students.
2 Point to the shapes at random and ask *What is it?* Encourage students to say the color and shape, e.g. *A yellow square.*

2 Look and draw

1 Ask students to name the forms of transport (*boat, bus* and *car*).
2 Now ask them to look carefully at the forms of transport. Can they see any shapes? Show students the picture of the boat and the shapes that can make the boat in the square below. Say *There are four green triangles, tow yellow squares and a black rectangle.*



3 Now ask them to look at the bus. Which shapes can they see? Help them to find two circles, a rectangle for the bus body, a rectangle for the door and some squares for the windows and engine. Ask them to draw these in the space below the picture.
4 Do the same for the car. Go around and help them as they work. Encourage them to count the shapes, e.g. *Two circles.*
5 Choose some students to show their pictures to the class.



TIVITY BOOK page 64

ook and write

elp students to find page 64 in the Activity Book. Point to the first picture and ask *What is* ' Elicit *circle* and ask students to trace over the word.
epeat the procedure for the other words. Go around the classroom while they are writing d help as necessary.

ook and complete the patterns

int to the first set of shapes. Which shapes can they see?
plain that the shapes are in a sequence. Can they work out which shape comes next in ch sequence? Ask students to work individually to complete the exercise.
eck answers as a class.

3 Cut and make a means of transport

1 Refer students to pages 83 and 85. Ask them to cut out the shapes.
2 Play *Show me* (Games Bank, page 153) with the cut-out pieces to revise the shape names.
3 Give each pair of students a piece of paper.
4 Ask the students to decide on a form of transport and to create a picture using the shapes they have cut out. You can refer the students back to Exercise 2 on page 68 of the Student's Book for ideas.
5 Go around the classroom while they are working and help as necessary. When students are happy with their pictures, they can glue the pieces onto the paper.
6 Display finished pictures in the classroom.

Consolidation game

- Play *Show me* (Games Bank, page 153) using shapes, asking students to find items in the classroom of each shape.

LESSON 12 SB page 69 AB page 65

Objectives: To identify the color and number of shapes
To complete sentences
To draw, color and talk about your home

Vocabulary: *home, circle, triangle, rectangle, square, star*

Language: *There are (nine green circles)*

Materials: Student's Book, page 69
Activity Book, page 65
Digital Toolkit
Flash cards: star, square, circle, triangle, rectangle
Colored crayons
Optional: Pieces of paper, scissors and glue

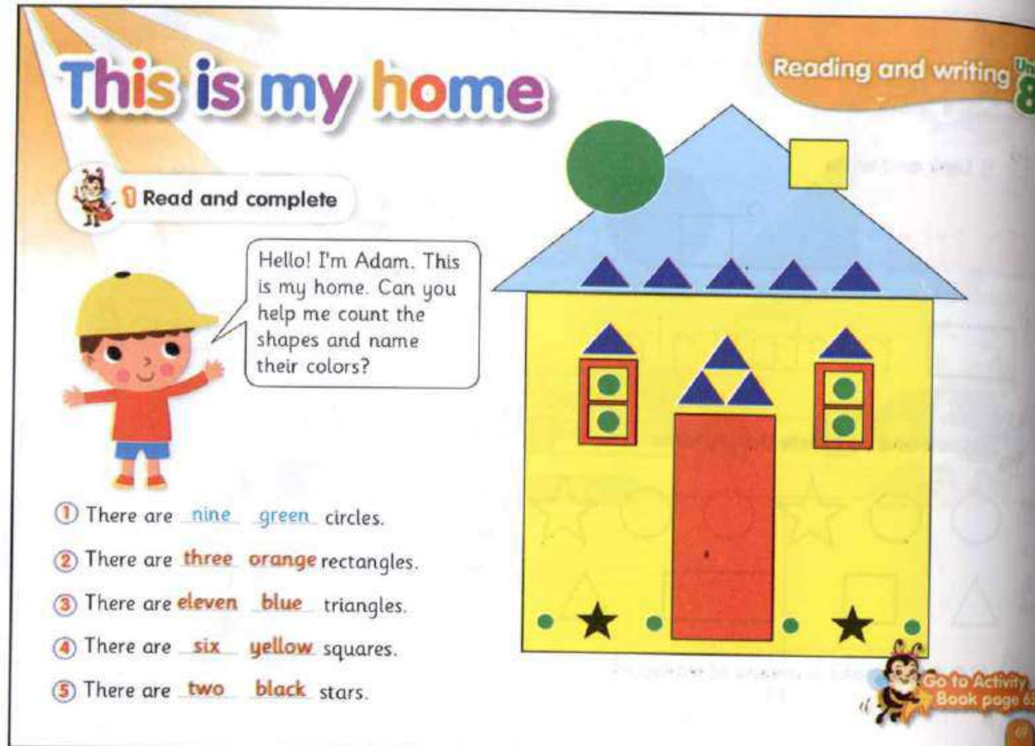
Opener

Revise shapes using the flash cards.
Play *Memory* (Games Bank, page 153) using the shapes flash cards.
Play *Color spot* (Games Bank, page 152) to revise colors.

STUDENT'S BOOK page 69

1 Read and complete

Help students to find page 69. Point to the boy and say *Who is this?* Elicit that it is Adam. Point to the house and ask *What is it?* Elicit *It is a house*. Explain that this is Adam's home.
Help students to read the speech bubble. Check that students understand the task.
Read the example sentence. Then elicit the answer to the second sentence.
Students can then complete the task individually.
Go around the classroom as students work, helping as necessary.
Ask students to read out the completed sentences. Praise all good work.

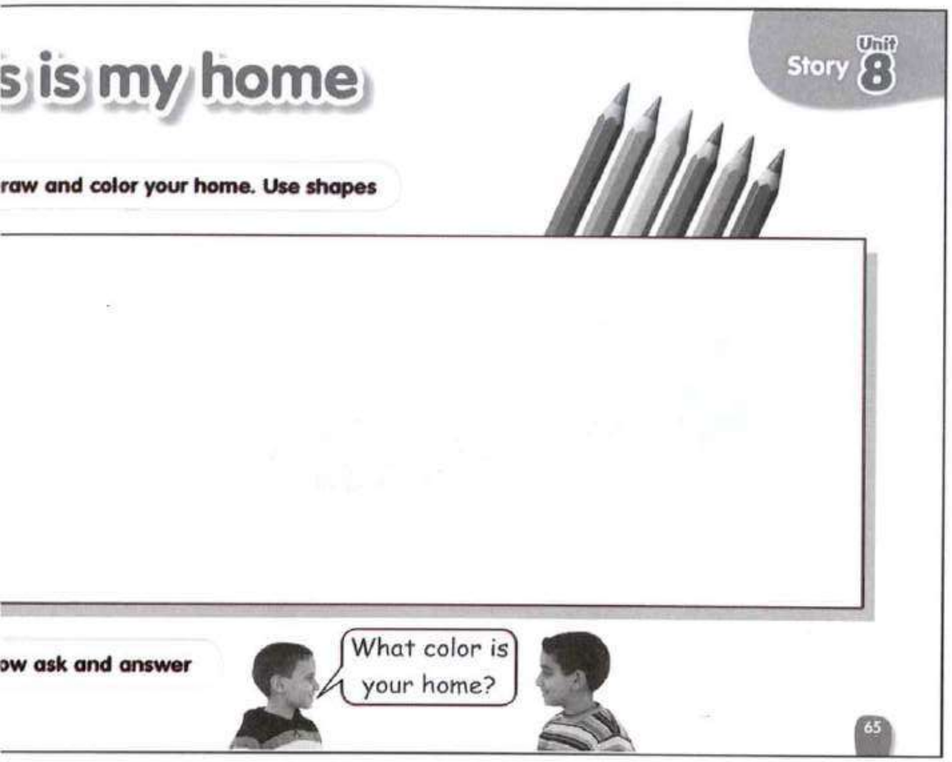

Reading and writing Unit 8

This is my home

1 Read and complete

1. There are nine green circles.
2. There are three orange rectangles.
3. There are eleven blue triangles.
4. There are six yellow squares.
5. There are two black stars.

Go to Activity Book page 65


s is my home

Story Unit 8

raw and color your home. Use shapes

ow ask and answer

65

TIVITY BOOK page 65

raw and color your home. Use shapes

elp students to find page 65 in the Activity Book.
xplain the task. Students are going to draw their own homes but only using shapes, as in
e Student's Book. They can either draw the shapes or cut out shapes and stick them into
eir books. They then color them.
o around and offer help and support.

ow ask and answer

sk students to tell their shoulder partners about their home. They should use the language
om the Student's Book *There are ten green circles, etc.*
o around and help as necessary.
sk some confident students to show their pictures and tell the class about their homes.

Fast finishers

- Students can find objects in the classroom that are circles, triangles, rectangles, squares or stars.

Consolidation game

- Play *Guess the picture* (Games Bank, page 153) using shapes.

LESSON 13 SB pages 70-73 AB pages 66-67

Objectives: To listen to and follow a picture story
To think about what happens next in a story
To recognize how to send messages to family and friends

Vocabulary: *bottle, inside, message, Nile, noise, visit, stamp, television, envelope*

Language: *We're going to visit the Nile. What's the felucca made of? It's made of wood.* There's a message inside.

Materials: Student's Book, pages 70-73
Activity Book, pages 66-67
Unit 8 poster
Class CD
Digital Toolkit
Optional: a plastic bottle, a phone and a net; a map of Egypt
A soft ball

Opener

Revise forms of transport using the Unit 8 poster.

Play a version of *Show me* (Games Bank, page 153) using materials, e.g. *wood/glass/plastic*. Students point to things made of these materials.

Point to items around the classroom and ask, *What's the (book) made of?* Students answer, e.g. *It's made of (paper).*

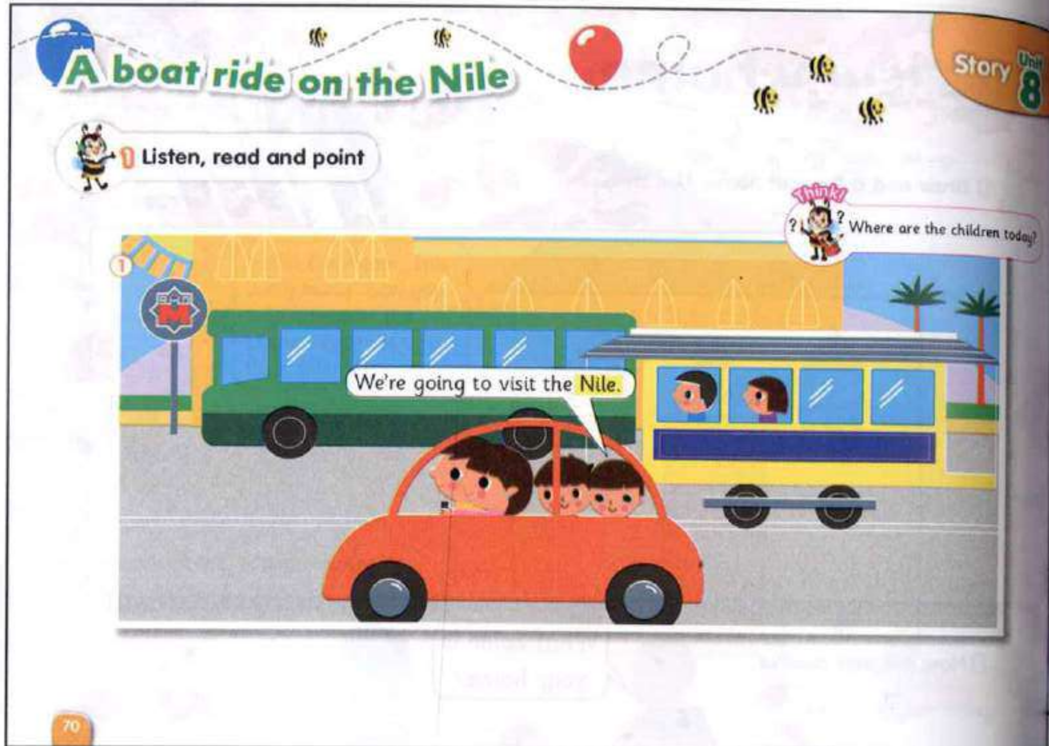
Presentation

Use pictures or real objects to present *bottle* and to revise *net* and *phone*.

Set a ringtone or an alarm on your phone and say *What's that noise?* Present *noise* and get students to repeat.

Show students your phone and present *message*.

Use the map of Egypt to present *the Nile*. Can they find it on the map?



STUDENT'S BOOK page 70

1 Listen, read and point

1 Help students to find page 70. Look at the story frames with the class. Ask them what and who they can see in the pictures, by pointing at the characters and forms of transport and saying *Who / What is this?*
2 Read the question in the *Think!* Box with the class. Can the students say where Adam and Dina are? (*in a car, in the city*) Why do they think this?
3 Ask the students what Adam and Dina are doing (*they are going somewhere by the car*).
4 Play the CD frames 1-5. Students listen and point to each frame.
5 After the end of frame 5, pause the CD. Read Busy Bee's speech bubble. Ask the students to think about what the family can do to get the bottle.
6 Read the question in the *Think!* Box with the class. Can the students guess what is in the bottle?
7 Continue playing the story. Were students' predictions correct?





Unit 8

Audioscript

1: Adam: *We're going to visit the Nile.*
2: Busy Bee: *Is this a felucca?*
Adam: *Yes, Busy Bee. It's a kind of boat.*
3: Dina: *What's the felucca made of Daddy?*
Adam: *It's made of wood.*
[sound of phone message alert]
Dina: *Oh, what's that noise?*
4: Daddy: *It's my phone. I have a message from Uncle Nabil.*
5: Adam: *What's that?*
Dina: *It's a bottle. There's something in the bottle. Can we get it?*
6: Mommy: *We have a net!*
Daddy: *Here you are. There's a message inside.*
Dina: *Is it from Uncle Nabil?*
Busy Bee: *Ha, ha, ha!*

1. Play the story again. Students listen, point to each frame and join in with any words they can.
2. Ask students to work in groups of five to read the story together, with each student playing one of the characters: Dina, Adam, Daddy, Mommy, Busy Bee. When they have read the story once, they can swap parts and read again. Go around the classroom as the children work, helping them to read and pronounce the words correctly.

ass activity (optional)

- Help students to get into six groups. Allocate each group a frame from the story to act out.
- Circulate, making sure that students know who is speaking in each frame and what they are saying.
- Gather the whole class together to act out their story frames in order. You could let them use the real net and a plastic bottle if you wish.

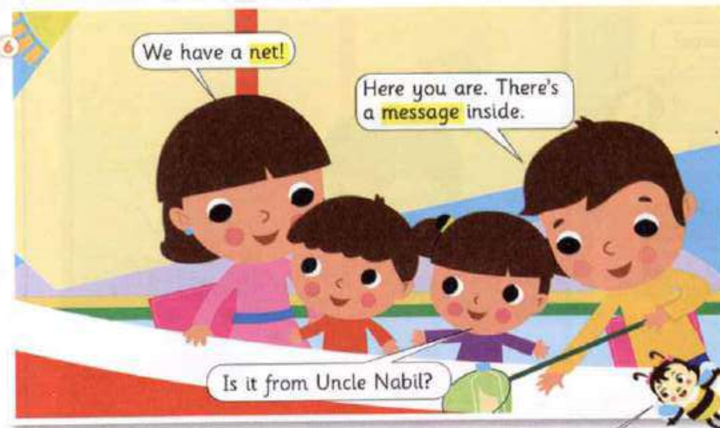
onsolidation game

Play *Catch and say* (Games Bank, page 152) with forms of transport.

e can send messages to our family and friends!

- Ask students to tell you about the story. *Where are the children going? What is a felucca? Is the felucca made of plastic? Do they get a message? Do they get the bottle? What do they use? What is in the bottle?* Praise all correct answers.
- Look at the photograph with the class. Ask *What can you see?* (*The boy has a message.*) Do students send messages to their family and friends? Discuss how we can send messages. How students send messages to their family and friends? How do students feel if they receive a message? Encourage students to send kind messages to their family and friends.

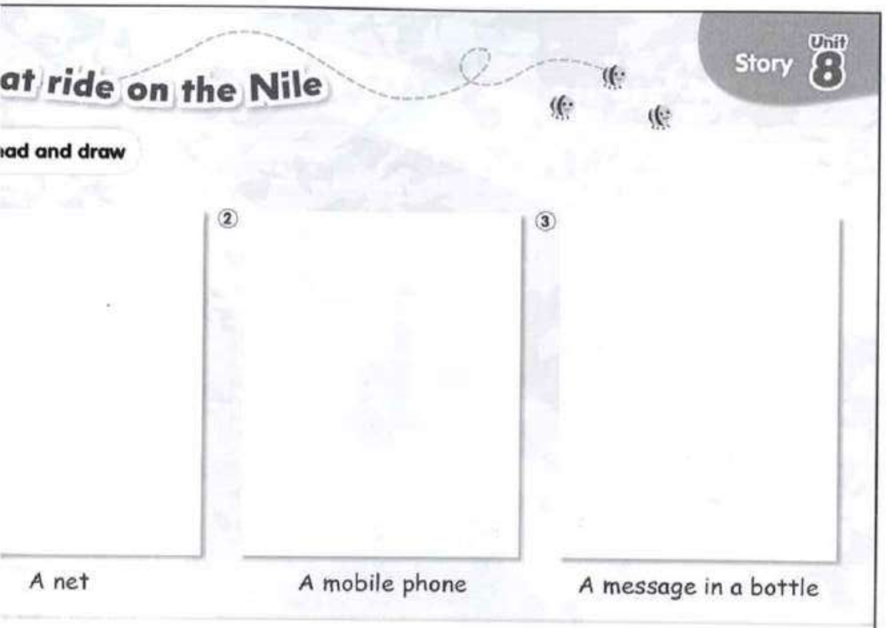
Story Unit 8

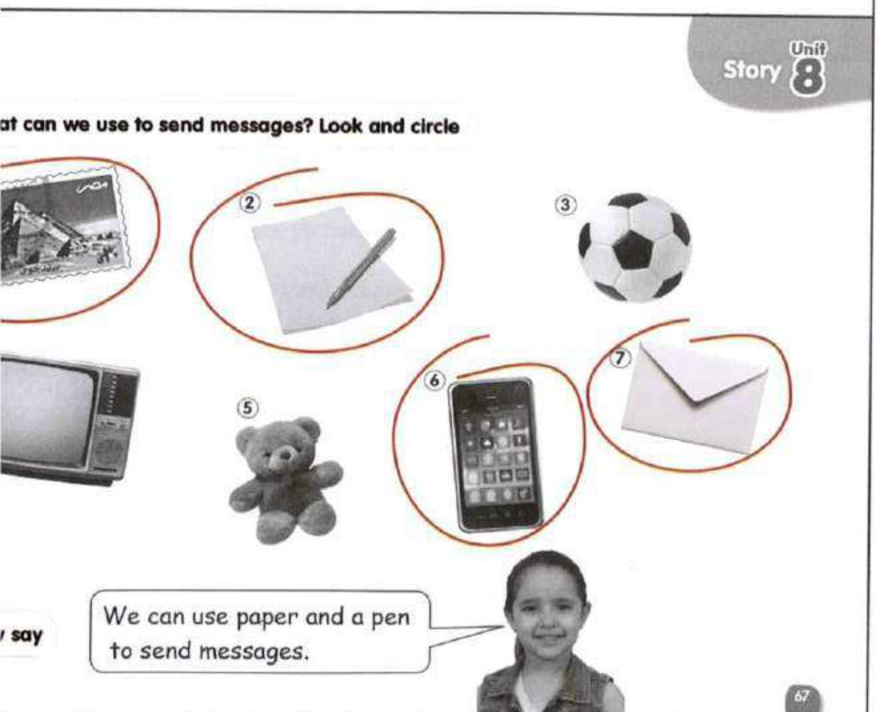




We can send messages to our family and friends!

Go to Activity Book pages 66-67





ACTIVITY BOOK page 66

1 Read and draw

1. Explain that students are going to draw some important items from the story. Ask *What is important in the story?* Elicit answers and praise all correct suggestions.
2. Help students to find page 66 in the Activity Book. Point to the words under the first box.
3. Use calling sticks to choose a student to read the words.
4. Ask students to draw a net in the box.
5. Encourage students to complete the exercise individually.
6. Go around the classroom as they work. Help and encourage them.
7. Confident students can be invited to the front to show their drawings to the class.

Fast finishers

- Students can color their pictures

ACTIVITY BOOK page 67

1 What can we use to send messages. Look and circle

1. Help students to find page 67 in the Activity Book. Ask *What can you see in the pictures?*
2. Read the question at the top. Students work in pairs to complete the task.
3. Go around the classroom as they work, helping as necessary.

2 Now say

1. Encourage students to check their answers with other pairs. Do they all agree?
2. Read the speech bubble at the bottom of the page.
3. Use calling sticks to choose a student to come to the front and say a similar sentence using their circled items.

Consolidation game

- Play *Mime it* (Games Bank, page 153). Mime one of the words from the story for students to guess (e.g. sailing a felucca, using a net, using a phone, hearing a noise, reading a message). Praise all good answers.

Unit 8

LESSON 14 SB page 74 AB page 68

Objectives: To work on a project
To make a traffic sign
To present your picture to the class

Vocabulary: *stop, go, walk, don't walk*

Materials: Student's Book, page 74
Activity Book, page 68
Unit 8 poster
Digital Toolkit
For each pair of students: colored crayons, paper, cardboard, scissors, glue
A soft ball

Opener

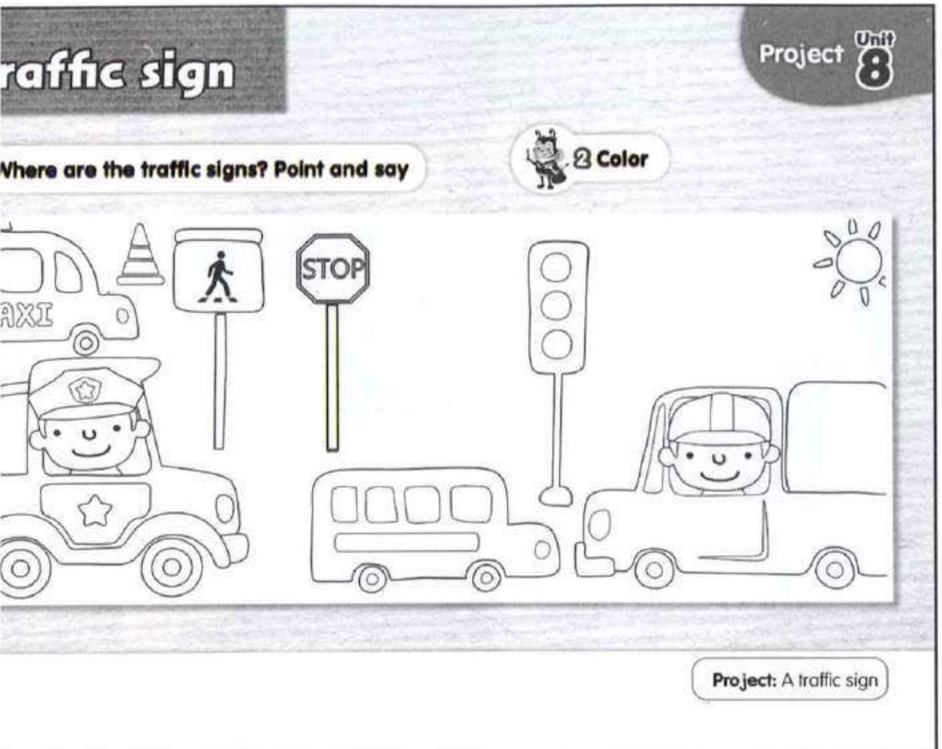
- Play *Color show* (Games Bank, page 152) to revise colors.
- Revise forms of transport using the Unit 8 poster.
- Ask students to look at the poster and say *why is it important to be careful on our roads?* Explain that today, they will be looking at traffic signs that help to keep us all safe.
- Use mime to present *stop* and *walk*.

STUDENT'S BOOK page 74

1 Make a traffic sign

1 Help students to find page 74. Look at the pictures together with the class. Say *Look, the children are making traffic signs. Here are the materials.*
2 Explain to the class that they are going to make their own traffic signs, following the instructions in the pictures.
3 Demonstrate the procedure: First, they choose which sign they want to make. Then they cut out the outline of the signs and stick them onto cardboard. They then draw on the signs and color them.
Make sure each child or table has the correct materials. Monitor students' work. Ensure that they clean and tidy up when they finish.
4 Display students' pictures in the classroom. Help them to show their signs to the class. Encourage students to explain what the signs mean *(Stop/Go, Walk/Don't walk, etc).*
5 Praise their work. Say *Well done, everyone. Fantastic work!*





TIVITY BOOK page 68

'here are the traffic signs? Point and say

elp students to find page 68 in the Activity Book.
udents look carefully at the picture. Ask *What are these?* Students identify the forms transport.
ow ask students to find the traffic signs. They point to each one.
an they say what any of the signs mean? Praise all good answers.

olor

udents can color the picture.

Fast finishers

- Students can tell their partners about their picture, e.g. *It's a yellow taxi.*

Consolidation game

- Play *Color show* (Games Bank, page 152). Roll a soft ball to a student and say *Show me (green).* The student holds up their picture and says *A green plane.*
- They then roll the ball to another student and you say *Show me (yellow),* and the game continues.

Unit 8

LESSON 15 SB page 75 AB page 69

Objectives: To revise the unit content
To show and tell using their signs from the project

Vocabulary: *car, bus, train, plane, boat, circle, square, rectangle, triangle*

Language: *This is a (train).*
The (train) is made of (metal). It travels on (the land).
It (sinks) in water.
Stop! Go! Walk! Don't walk!

Materials: Student's Book, page 75
Activity Book, page 69
Class CD
Digital Toolkit
Unit 8 poster
Flash cards: triangle, circle, square, star, rectangle
Coloring pencils or crayons
A soft ball
Craft materials: large cardboard boxes (enough for up to four per group), paper, color crayons, scissors, glue

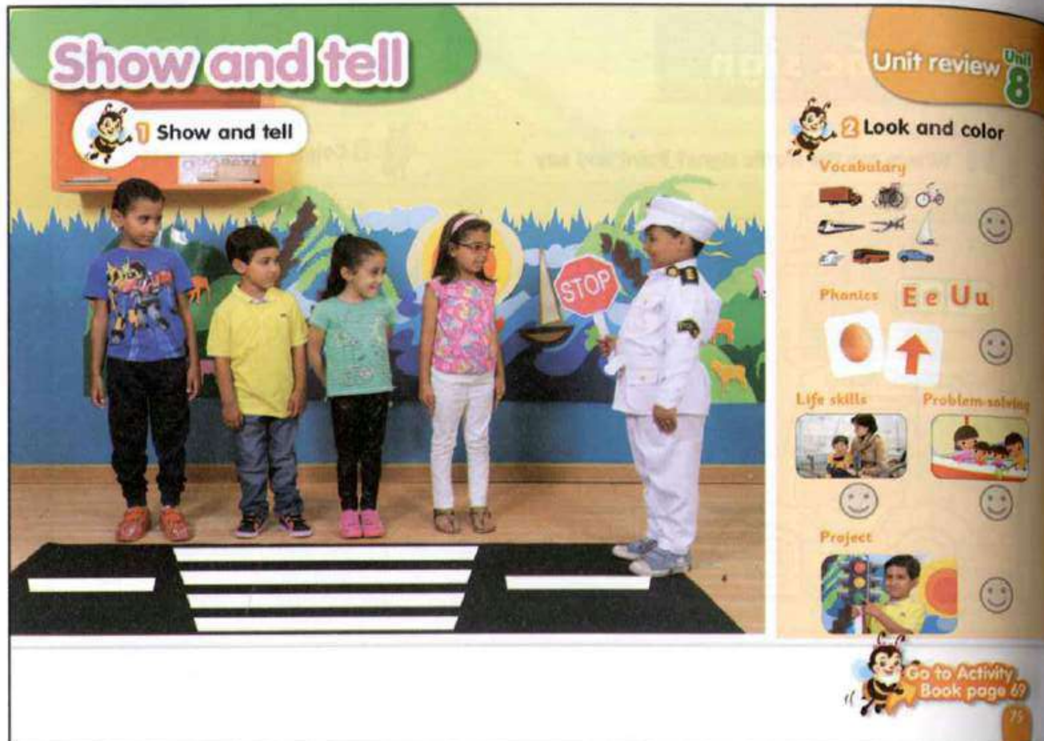
pener

Revise shapes using the flash cards.
Use the Unit 8 poster to revise forms of transport.
Play a version of *Color show* (Games Bank, page 152) using shapes.
Ask the children what they can remember from this unit. Say *What can you remember?* Look at the flash cards and posters together again and revise the unit vocabulary.
Invite students to sit in a circle. Explain that you are going to walk around the outside of the circle tapping each student on the head and saying a form of transport. If you tap a student on the head and say *plane*, that student must jump up and chase you in a clockwise direction around the circle, racing you to get back to their now empty space. Whoever reaches the space first sits down in it, and the game continues with whoever is left standing tapping students on the head and saying a form of transport, until they say *plane* and the chase starts again.

TUDENT'S BOOK page 75

Show and tell

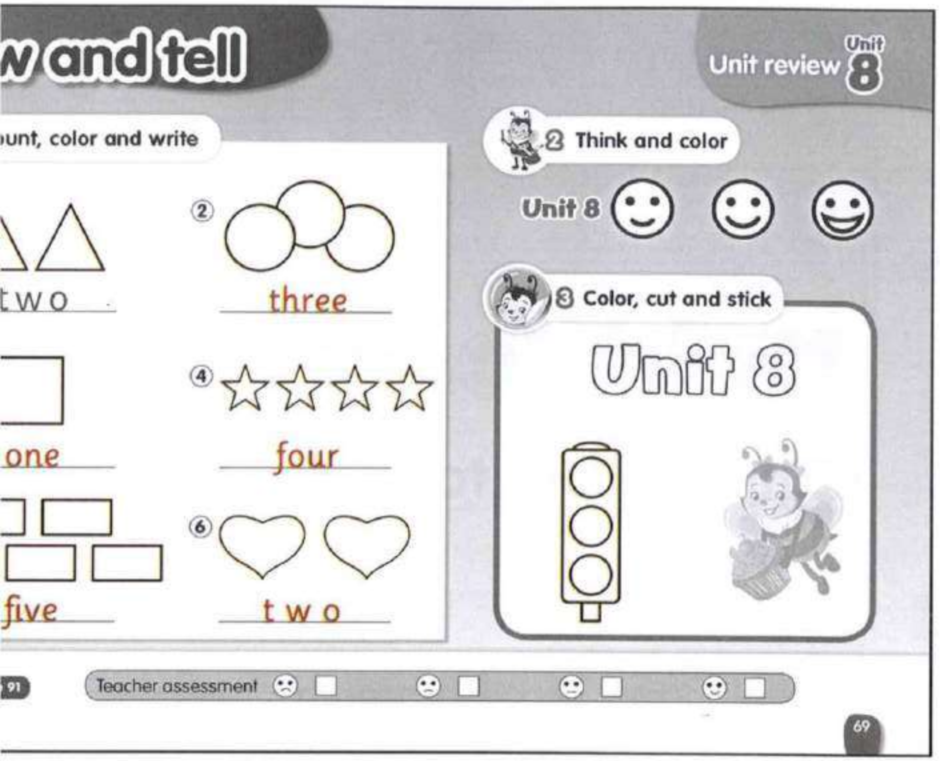
Make sure students have the signs that they made in the last lesson with them. Place these on your table.



2 Help students to find page 75. Look at the page with the class and explain that the boy in the photograph is using his sign to help other children to cross the road safely. Ask the students what they think the boy is saying. (*Stop!*)
3 Say *Let's talk about our signs*.
4 Use calling sticks to choose a student to come to the front. Ask him or her to show the class their sign.
5 Invite a small group of students to come to the front, too. Encourage the student with the sign to hold it up and give an instruction, e.g. *Walk! Don't walk! Stop!*
4 Ask different students to do the same with their signs. Students could also do this activity in small groups.
5 Help students with any vocabulary that they have not learned yet.

2 Look and color

1 This is a self-assessment activity. Students look at the categories: *Vocabulary* (for the new words in the unit), *Phonics* (if they know the letter sounds /ɛ/ and /ʌ/), *Life skills* (knowing about the importance of sending messages to family and friends), *Problem-solving* for their understanding of how the family used the net to get the message and *Project* (for making a traffic sign).
2 For each category, students color the smiley face next to the pictures if they feel they have understood the section.



TIVITY BOOK page 69

unt, color and write

lp students to find page 69 in the Activity Book. Look at the first set of pictures and cit *two triangles*. Point at the number written under the set.
y *Now count, color and write*. Students count the number of shapes, write the correct mber and color the shapes.
onitor while they are doing this activity and ask individual students about items on their ge. Ask *What are these? What color are they? (Three circles. They're red.), etc.*

ink and color

is is a self-assessment activity. Students reflect on the unit and decide how well they ve understood it. They choose the correct face and color it in. They could use the *Look d color* activity on Student's Book, page 75, to help them decide.
around the classroom and guide students as they work.

lor, cut and stick

idents color the traffic light and the unit number.
lp the students find the Unit 8 cut-out at the back of the Activity Book (page 91).
idents find the correct bee figure, cut it out and stick it in the correct place on the page.

3 See the notes on page xix for guidance on how to complete the Teacher Assessment at the bottom of the page.

Class craft (optional)

- Explain to the class that they are going to make a form of transport using old boxes, paper and colored crayons.
- Help students to get into small groups and give them a few minutes to plan what form of transport they are going to create and decide on roles, if appropriate. Give some guidance as to how they can make them: for example, they can join up several cardboard boxes to make a train and cut out paper circles to make wheels, cut up a box to make a pointed front to a boat which they can add to another box, or cut out and add wings to a box to make a plane.
- Circulate, making sure that all group members are contributing equally and everyone is being polite and respectful of the ideas of others.
- Tell students that they can use any of the materials to make their forms of transport, but that they must practice good sharing – if more than one person wants the same item, they will need to think about whether either of them could use something else instead.
- Allow students access to craft materials, including scissors, glue and paints. Move around the classroom as students work, asking them questions about their form of transport: *What is it made of?* (they can answer about the real item or the one they are making) *How many squares/circles does it have? What color is it? Does it move on land, sea or air? Does it float or sink on water?* Encourage students to answer in full sentences and using the language and grammar learned in this and previous units.
- You could play music from the course while students work.
- When students are finished, ask each group to present their form of transport to the rest of the class. Place their models on display in the classroom and make sure that students' parents or carers are given the opportunity to see them.
- Ensure that students clean and tidy up when they finish.

Fast finishers

- Ask students to look back at Unit 8 in their Student's Book with a partner, and to point to and say as many words as they can.

Consolidation game

- Play *Teacher says (1)* (Games Bank, page 154) with the traffic signs instructions *Stop!, Go!, Walk!* and *Don't walk!*

LESSON 16

AB pages 70-72

Objectives: To cut and fold to make a story book
To understand the importance of safety letter sound

Vocabulary: *ant, apple, in, on, sad*

Language: *The ant is sad. The ant is (on/under) the apple*

Materials: Activity Book, pages 70-72
Flash cards: in, on, under
Phonics cards: a/ant, o/on, u/under
Scissors, paper and glue
A small box

Opener

- Use the flash cards to revise letter sounds: a/ant, o/on and u/under. Can students say any other words with these sounds? (*e.g. apple, stop, up*).
- Use the flash cards to revise the meaning of *in, on* and *under*.
- Hold up a small box and put a pen inside it. Elicit a sentence *The pen is in the box.*
- Now put the pen on and under the box and elicit *The pen is on/under the box.*

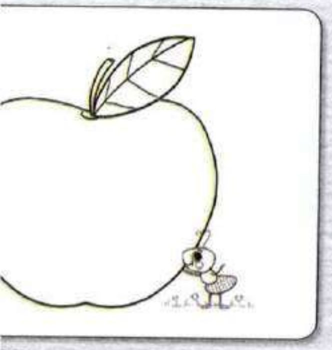
My little story book

(Cut and fold to make a story book.)

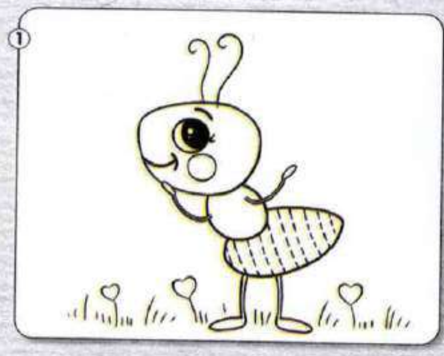
My name: ____________

fold

A happy ant

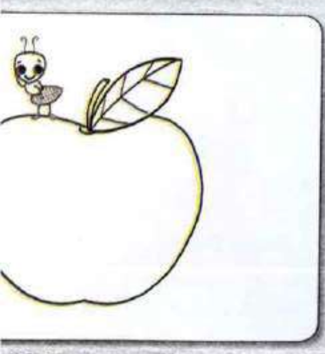


The apple is yummy.
The ant is happy.

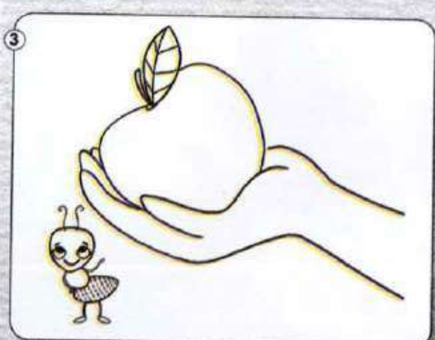


Look! It's an ant.

fold



It's on an apple.



Oh no! The ant is under the apple.

ACTIVITY BOOK page 70

My little story book: A happy ant

1 Ask students to look at the pictures. Explain that they tell a story.
2 Assign students in groups. Explain that students need to cut out the pages first and fold them to be able to read the story.
4 Go around and monitor to check they are doing this correctly.
5 Next, they color the pictures. Go around all the groups, making sure that the stories are being cut and folded in the proper order.
6 Finally, ask groups to read the story. Each pair can read a line at a time.
7 Ask students why the ant is sad when it is under the apple (because it is dangerous). Remind students that it is important to stay in a safe place when you can.

Fast finishers

- Students work in pairs to say how they can stay safe on the streets (*e.g. by obeying traffic signs*).

Consolidation game

- Play *Word whispers* (Games Bank, page 154) with a short sentence, e.g. *The ant is under the apple*.

Story

LESSON 1 — SB pages 76-83

Objectives: To read and understand a story
To think about how we can help others

Vocabulary: *lion, mouse, like, see, little, eat, help, net, bite*

Materials: Student's Book pages 76 to 83
Unit 7 poster
Pictures of a lion and a mouse
Class CD
Digital Toolkit

Opener

Review the values and life skills that students have covered in Units 5-8: sharing, talking about needs and wants, saving and managing money, appreciating nature, appreciating art, awareness of road safety.

Ask students to give examples of how they have put those values and life skills into practice over the previous weeks.

Revise animals using the Unit 7 poster. Point to an animal. Ask students to name it.

Presentation

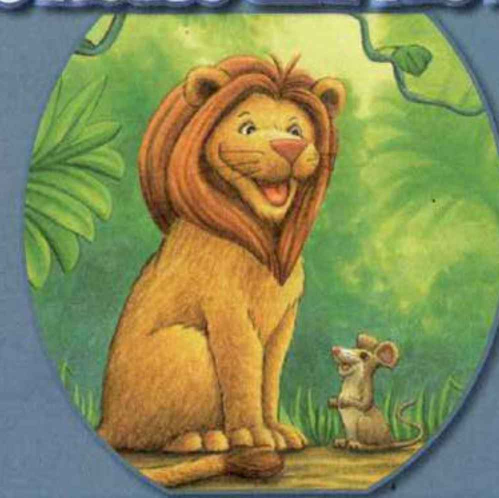
1. Hold up a picture of a mouse. Can the students see a mouse in the picture? (*Yes*)
2. Now use a picture to present *lion*. Can they see a lion in the picture? (*No*)

STUDENT'S BOOK — pages 76-83

The Mouse and the Lion

1. Explain to the class that they will now listen and read a story together.
2. Help students to find pages 76. Point to the picture on the title page and ask students *What's this?* (a lion and a mouse).
3. Use mime to present *eat* and *bite*. Ask *Does a lion bite a mouse? (Yes) Does a lion eat a mouse? (Yes)*
4. Point to the picture on page 76 again. Ask *Are they friends?* Talk about how a mouse would feel if it saw a lion and about how a lion would feel if it saw a mouse.
5. Play the CD through the story once without stopping. At the end, check the gist questions with the class. (The mouse and the lion become friends. The mouse helps the lion.)

The Mouse and the Lion

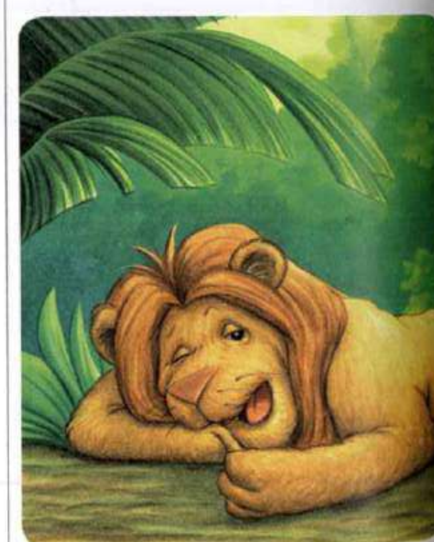


By Mandy Loader

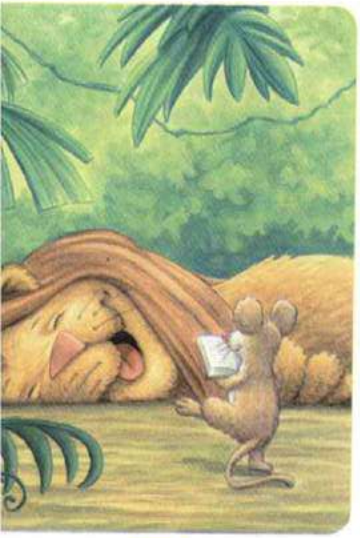
Illustrated by Iole Rosa



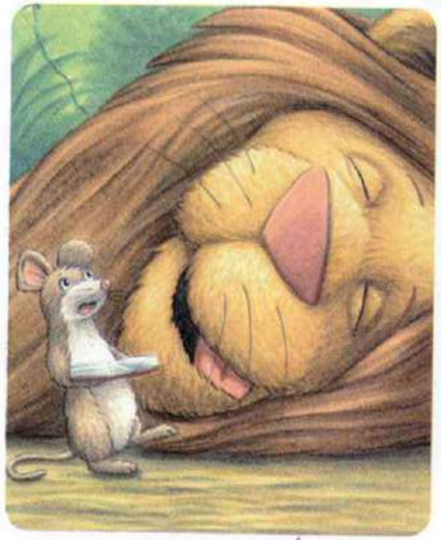
Here is a mouse.



Here is a lion.



The mouse likes the book.



Oh! The lion can't see me!



Hello, Lion! Hello, hello!



Hello, little mouse! Hello, hello!

6 Play the CD again and ask students to listen and read. Ask *Do the mouse and the lion become friends? How do they become friends?*

7 Turn to page 77. Read the first sentence *Here is a mouse*. Ask students to say what else they can see (a book).

8 Read the next sentence *Here is a lion*. Ask students *What is the lion doing? (sleeping)*.

9 Continue reading the story, pausing to ask students questions about what they can see and what they think is going to happen, e.g.:
   - Page 78: *Does the mouse like the book? (Yes) Can the lion see the mouse? (No)*.
   - Page 79: *Can the lion see the mouse now? (Yes)*
     Gesture *big* and *little* and *say, Is the lion big? (Yes) Is the mouse little? (Yes)*
   - Page 80: *Does the lion want to eat the mouse? (Yes) Can the mouse help the lion? (Yes)*
   - Pages 81-82: *Does the mouse help the lion? (Yes) How? (He bites the net)*
   - Page 83: *Are the Mouse and the Lion good friends? (Yes)*

10 Ask students to summarize what happened in the story and to talk with a partner about the moral of the story (kindness is never wasted / even the smallest mouse can help the fiercest lion).

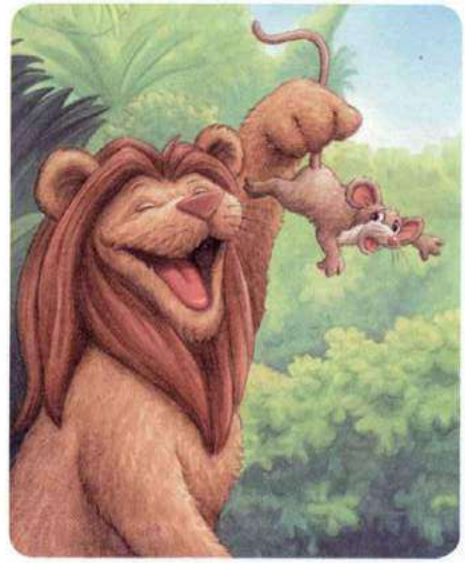
11 Ask students to talk about a time when they have helped a friend or when someone has been kind to them.

12 Ask students to work in pairs. They can act out the story. If you have time, they can perform their mini-plays in front of the class.

Story

Audioscript

Narrator: *Here is a mouse.*
Here is a lion.
The mouse likes the book.
Mouse: *Oh! The lion can't see me!*
Hello Lion! Hello, hello!
Lion: *Hello, little mouse! Hello, hello!*
Mouse: *Please don't eat me!*
I can help you!
Lion: *You can't help me, little mouse!*
Mouse: *What's that?*
A net! I can help you, Lion!
Lion: *Yes, you can help me, Mouse. You can bite the net.*
Thank you, Mouse. You are a good friend.



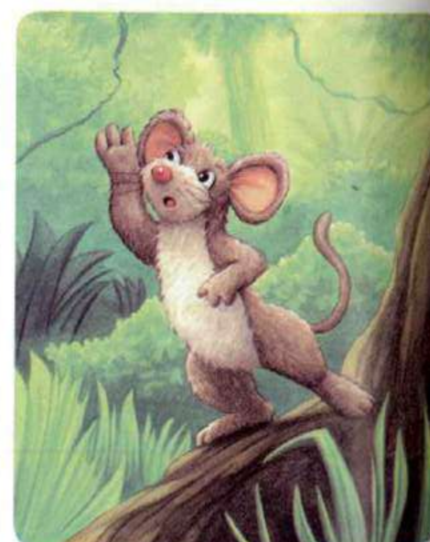
Please don't eat me!



I can help you!



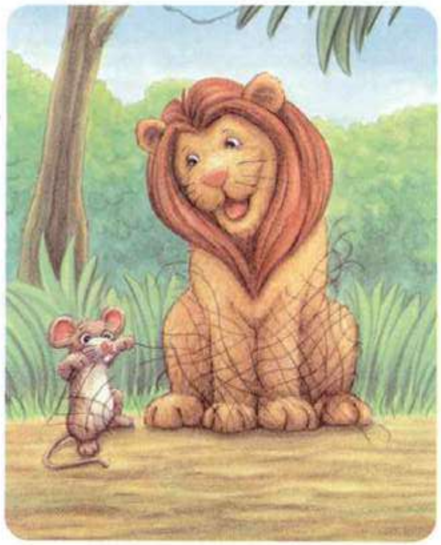
You can't help me, little mouse!



What's that?



A net! I can help you, Lion!

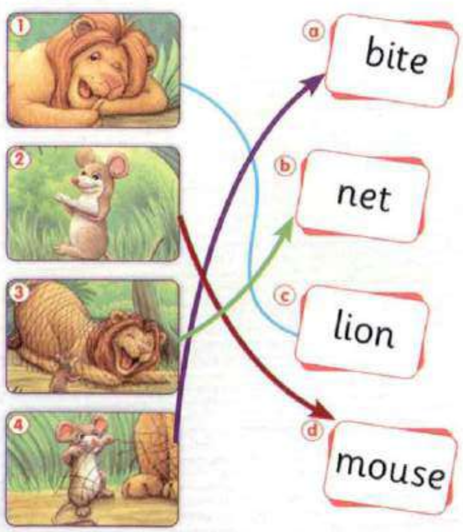


Yes, you can help me, Mouse.
You can bite the net.



Thank you, Mouse. You are a good friend.

1 Look and match



Story

1 Look and match

1. Turn to page 83. Point to each picture and elicit the words *lion*, *mouse*, *net* and *bite*.
2. Point at the first picture (lion) and show the students the line matching it with the word label.
3. Say *Look and match.* Encourage students to finish the exercise individually.
4. Check answers as a class.

Consolidation game

- Play *Mouse or Lion?* Say lines from the story, for example: *Help!* Students say if it is the Lion or the Mouse speaking.

Story

LESSON 2

AB pages 74-75

Objectives: To answer questions about key details in a text
To say who is talking at various points of the story
To think about how we can help others

Vocabulary: *lion, mouse, like, see, little, eat, help, net, bite*

Materials: Activity Book, pages 74-75
Flash cards: animals
Class CD
Lion puppets: paper bags, paper plates, glue, scissors, craft materials
Mouse puppets: craft popsicle sticks, cardboard, glue, scissors, craft materials

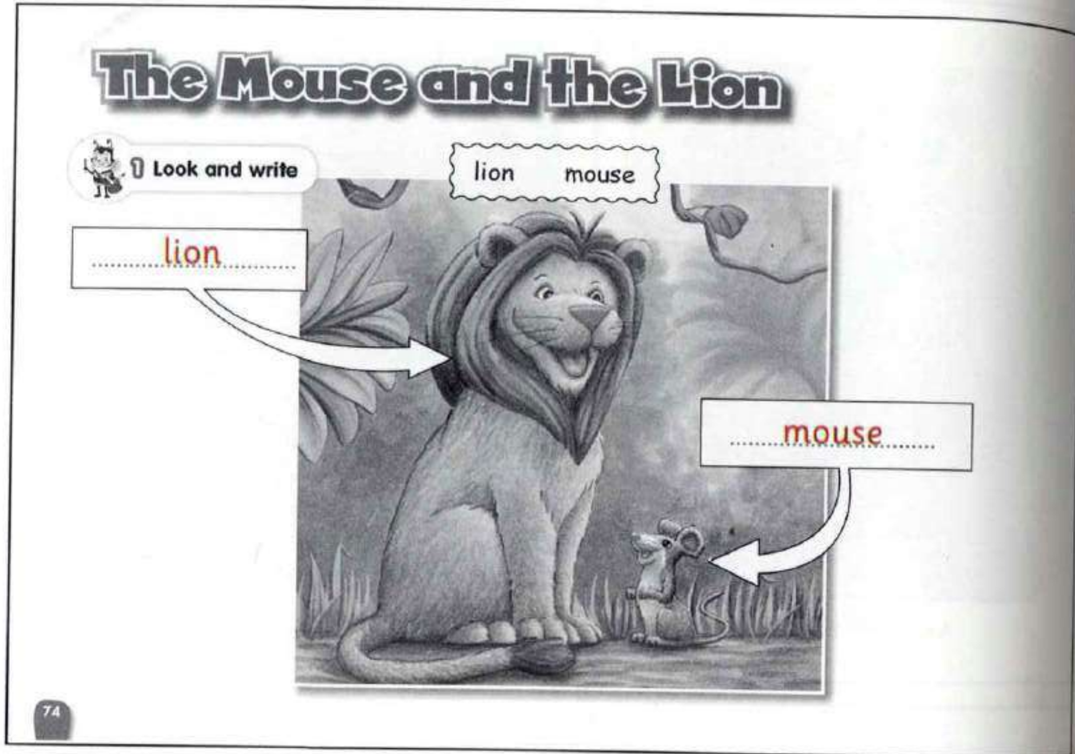
pener

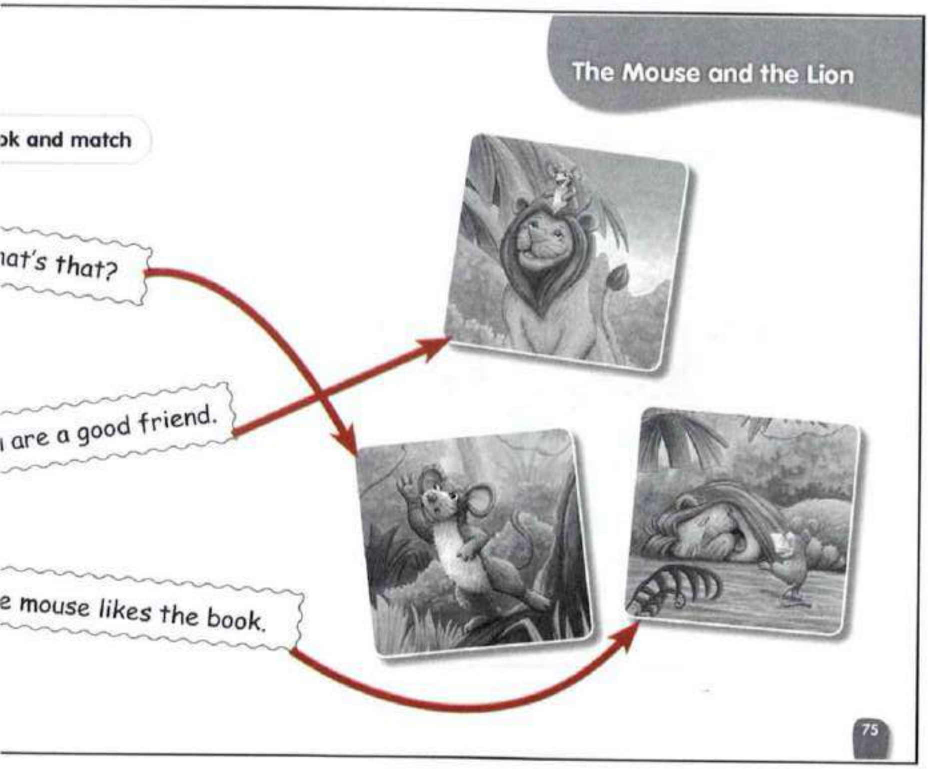
Revise animals using flash cards. Put the flash cards in different parts of the classroom. Play *Go to the card (1)* (Games Bank, page 152) to reinforce the vocabulary.
Help students to find page 76 in their Student›s Books. Ask the class what they can remember about the story. Accept all correct responses.
Play the audio of the story again, without interruption. Encourage students to follow along in their books, reading as they listen.

CTIVITY BOOK page 74

Look and write

Help students to find page 74 in the Activity Book. Point to the picture on the title page and ask students *What's this?* (a *lion* and *a mouse*).
Ask students to write the labels in the correct place next to the pictures.
Go around and help as they work.





ACTIVITY BOOK page 75

1 Look and match

1 Help students to find page 75 in the Activity Book. Explain that the pictures all show scenes from the story.
2 Help students to read the sentences aloud.
3 Now ask students to match each sentence with the correct picture. They can do this in pairs.
4 Go around and check they are doing this correctly. Ask them to read each sentence aloud and point to the correct picture.

Class activity

- Explain to students that they are going to make puppets and act out the story. Split the class into two groups: one group will make lion puppets and the other will make mouse puppets.
- **Lion puppets**
  Give each student a paper bag and a paper plate. Help them to cut slits in the plate to make the lion's mane, then to stick the plate to the bag. Students decorate their puppet using paint and craft materials to look like a lion.
- **Mouse puppets**
  Give each student a craft popsicle stick and some cardboard. Help them to draw and cut out the shape of a mouse and stick it to the stick. Students decorate their puppet using paint and craft materials.

Consolidation game

- Students get into pairs, with one student in each pair holding a lion puppet and the other holding a mouse puppet. They use their puppets to act out the story of *The Mouse and the Lion*.
- Keep the puppets in the classroom for the next lesson.

Story

LESSON 3 SB pages 84-85 AB page 76

Objectives: To remember what happened in a story
To think about the order of events in a story
To think about how we can help others

Vocabulary: *lion, mouse, like, see, little, eat, help, net, bite, good friend*

Materials: Student's Book, pages 84-85
Activity Book, page 76
Class CD
Digital Toolkit
Puppets from the craft activity in Lesson 2

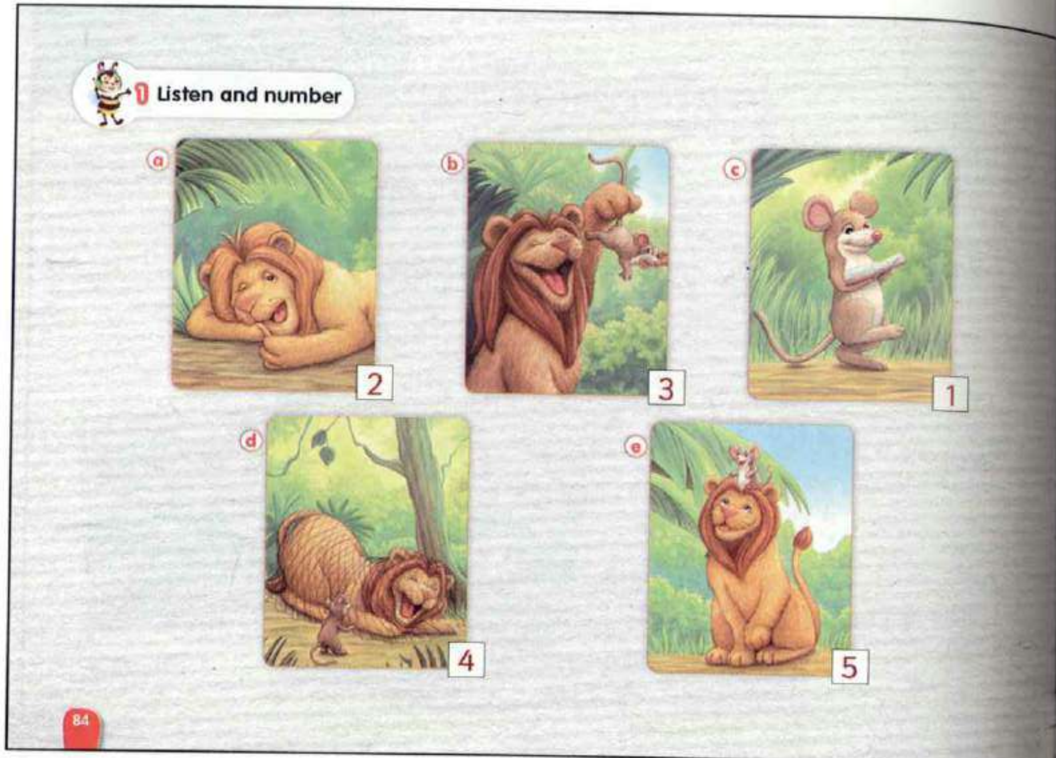
Opener

- Ask students if they can remember what happened in the story of *The Mouse and the Lion.*
- Use the puppets that students made in the last lesson. Play *Mime it* (Games Bank, page 153). Ask students to use their puppets to mime a scene from the story. Other students guess which part they are miming, for example: *the mouse reading the book*, etc.

STUDENT'S BOOK page 84

1 Listen and number

1. Help students to find page 84.
2. Say *Listen and number*.
3. Play the CD, pausing after each sentence to allow students time to number the pictures in the correct order.



Audioscript

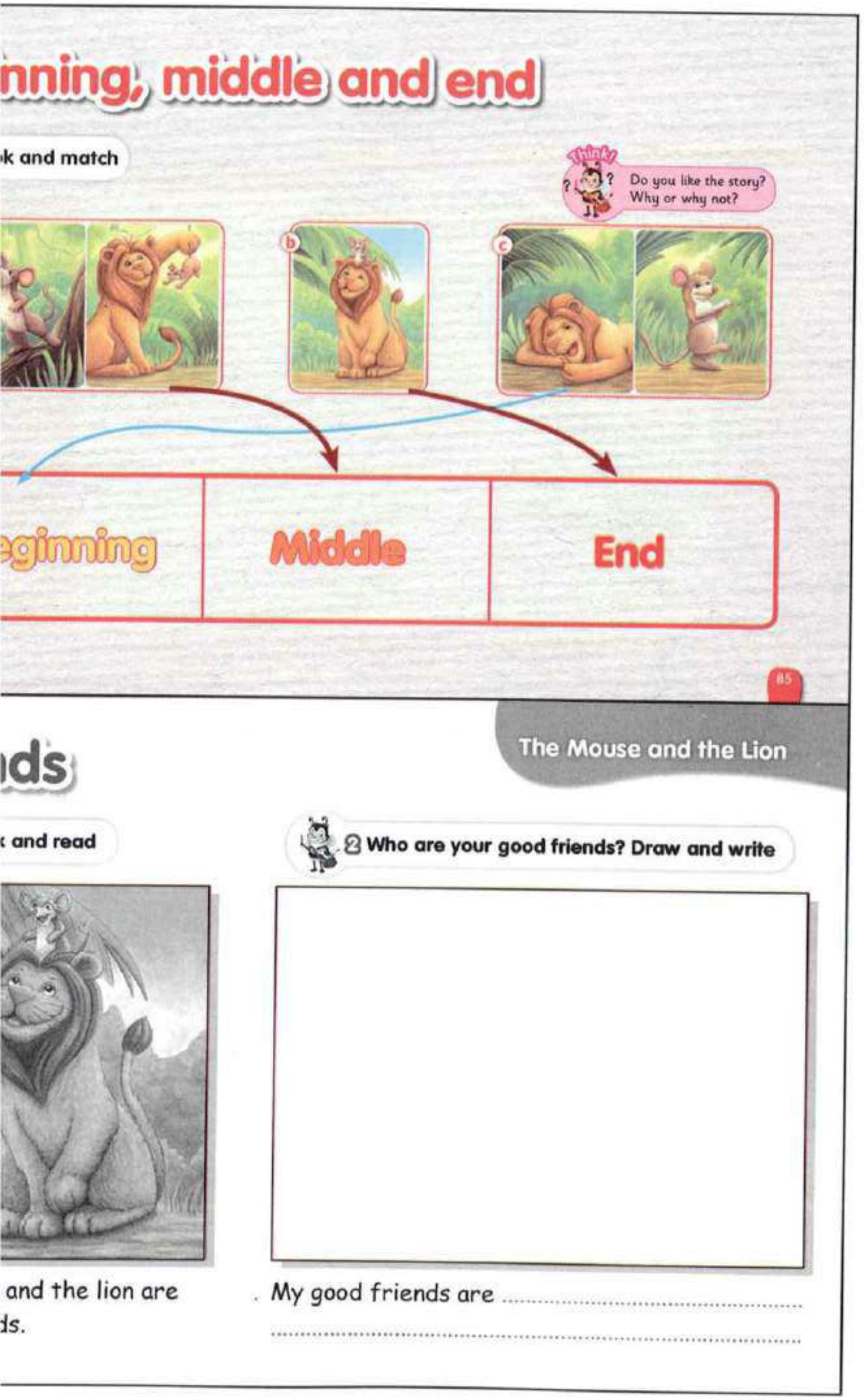
One
Mouse: *The mouse likes the book.*

Two
Mouse: *Oh! The lion can't see me.*

Three
Lion: *Hello, little mouse! Hello, hello!*

Four
Lion: *Yes, you can help me, Mouse. You can bite the net.*

Five
Lion: *Thank you, Mouse. You are a good friend.*



STUDENT'S BOOK page 85

1 Look and match

1 Talk to students about how stories should have a beginning, a middle and an end. Help students to find page 85. Point to the word *Beginning*. Say the word for students to repeat. Repeat for *Middle* and *End*.
2 Point to each of the pictures and ask students to say what is happening.
3 Show students the line from the third set of pictures to the word *Beginning* and explain that they should do the same with *Middle* and *End*. Students use their pencil to draw lines between the first and second pictures and the correct words.
4 Draw their attention to Busy Bee's question box at the top of the page. Ask *Do you like the story? Why or why not?* Ask students to talk with a partner about whether they liked the story or not, and the reasons for their decision. Circulate, asking students to tell you what they think of the story.

ACTIVITY BOOK page 76

1 Look and read

1 Help students to find page 76 in the Activity Book. Say *Look and read*. Encourage students to take turns reading the sentence aloud to their partners.
2 Go around to monitor as they work.
3 Use calling sticks to choose some students to read aloud to the class.

2 Who are your good friends? Draw and write

1 Read the instructions and check that students understand the task.
2 Go around the classroom to help and monitor their work.
3 When they have finished, encourage them to complete the sentence with the names of their good friends.

Fast finishers

- Students can read out their sentences to their partners.

LESSON 4 SB pages 86-87

Objectives: To remember what happened in a story
To say what you liked and did not like in a story

Materials: Student's Book, pages 86-87
Class CD
Digital Toolkit
Crayons or colored pencils

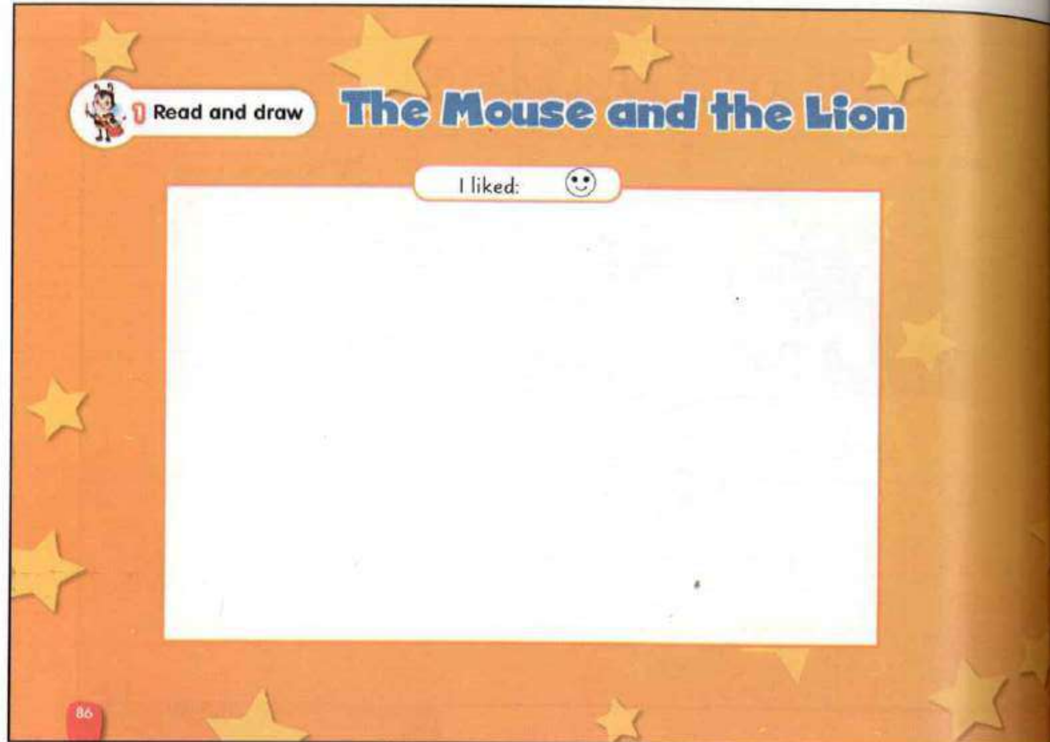
Opener

- Ask students if they can remember what happened in the story of *The Mouse and the Lion*.
- Play the story on the CD. Encourage students to follow the story in their Student Books, pages 77-83.

STUDENT'S BOOK pages 86-87

1 Read and draw

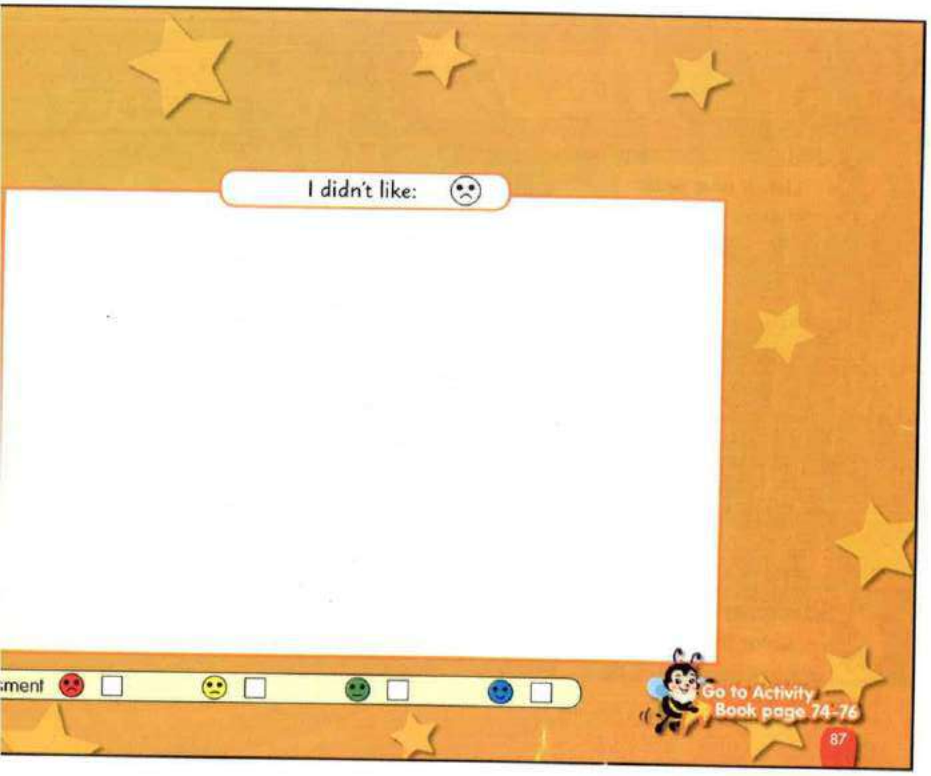
1 Explain that the students are going to draw a picture of what they liked and did not like about the story. Before they start, have a class discussion about the story. Did they like the Mouse? Why/Why not? Did they like the Lion? Why/Why not? Which bit of the story did they find funny/scary/exciting/boring? Why? Share ideas in the class discussion.
2 Help students to find pages 86-87 and to read the instructions. Tell students that they are first going to draw a picture of the part of the story they liked best. Then they are going to draw a picture of the part of the story they didn't like.


1 Read and draw The Mouse and the Lion

I liked:

86

3 Go around to monitor and offer help as necessary. Encourage them to say as much as they can about their pictures, including talking about the colors. Encourage them to draw and color carefully.
4 When students have finished, ask them to compare their pictures and to tell their partners about their scenes.
5 See the notes on page xvii for guidance on how to complete the *Teacher assessment* at the bottom of the page.



ast finishers

Students can act out the scenes in their pictures.

olidation game

Word whispers (Games bank, page 154) with lines from the story, for example *You can he net.*

LESSON 1 SB page 88 AB page 77

Objectives: To review vocabulary from Units 5-8

Language: Unit 5: *car, train, teddy bear, doll, robot, ball, bead; numbers 1-20; fabric, metal, plastic, wood, paper, glass, pull, push, slide, roll*
Unit 6: *apron, pajamas, school uniform, cap, sweater, skirt, T-shirt, shorts, jacket, scarf, hat, gloves; lollipop, pharmacy, toothpaste, supermarket; butcher, carpenter, seamstress; hungry, thirsty, yummy*
Unit 7: *bear, chick, rabbit, monkey, giraffe, goat, hen , cow ; carrots, plants, leaves, bananas, pumpkin, cactus, cabbage, flower, fruit, roots, seeds, soil, spine; desert, dry, forest, tree, wet; write*
Unit 8: *star, square, circle, triangle, rectangle, car, plane, bicycle, truck, bus, felucca, boat, ship, wheelchair; air, land, water, float, sink, travel; hot, cold, rainy, sunny, windy*

Materials: Student's Book, page 88
Activity Book, page 77
Class CD
Digital Toolkit
Flash cards: Units 5-8 flash cards
Units 5-8 posters
Coloring pencils or crayons

Opener

Revise some of the vocabulary using the flash cards and unit posters.
Play *Guess the picture* (Games Bank, page 153) to revise the vocabulary from Units 5-8.
Play *Pass the number* (Games Bank, page 153) to revise the numbers 1-20.

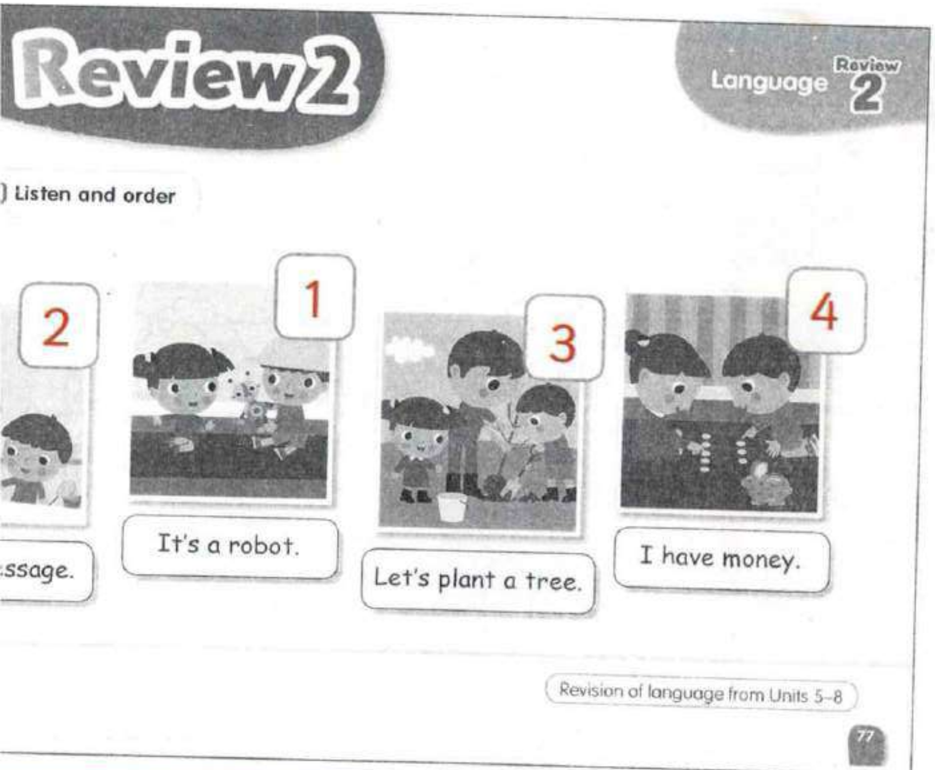
STUDENT'S BOOK page 88

1 Listen and point

Help students to find page 88. Point to Busy Bee and ask *Who's this?* (Busy Bee) Ask students to say what they can see in the picture. Point to the rabbit near Busy Bee at the beginning of the maze and ask *What's this?* Students answer *It's a rabbit.* Ask students to identify various pictures on the page.



2 Explain to students that there are five different color paths, each leading to Busy Bee's beehive. Ask students what they can see on the blue path. For example, point to the number 11 and ask *What is it?* (eleven) Elicit the numbers 11-15.
3 Play the first sentence on the CD. Say Listen and point. Students point to the corresponding numbers as they hear them mentioned.
4 Repeat the procedure for the other four rows of pictures.



lioscript

tor: *1*
Bee: *11, 12, 13, 14, 15*
tor: *2*
: *car, train, teddy bear, doll, ball, robot*
tor: *3*
rabbit, hen, carrot, cow, cabbage, pumpkin
tor: *4*
: *car, plane, bicycle, truck, bus, felucca*
tor: *5*
jacket, shorts, skirt, T-shirt, cap, sweater

r the star

students where to find the star (on the beehive).
nts color the star on the beehive to show they have revised all the words on the page.

ACTIVITY BOOK page 77

1 Listen and order

1 Help students to find page 77 in the Activity Book.
2 Ask students to look at the four pictures and to say as much as they can about each one. Who can they see? What have they got? What are they doing?
3 Ask students if they can remember anything about each story shown in the pictures. Praise all correct answers.
4 Explain that students are going to listen to four numbered sentences. They have to write the correct number in the box next to each picture.
5 Play the first one as an example to check they write 1 next to the second picture.
6 Play the second sentence. Pause and check they have written 2 next to the correct picture.
7 Repeat for the remaining sentences. You may need to play the recording more than once.
8 Check their answers as a class.

Audioscript

Narrator: *1*
Adam: *It's a robot.*

Narrator: *2*
Daddy: *It's a message.*

Narrator: *3*
Daddy: *Let's plant a tree.*

Narrator: *4*
Dina: *I have money.*

Consolidation game

- Play *Guess the picture* (Games bank, page 153) with key words from the page: *phone, robot, tree* and *pounds*.

LESSON 2 SB page 89 AB page 78

Objectives: To review language from Units 5-8
To review the letter sounds from Units 5-8

Vocabulary: *hen, rabbit, cow, plane, cabbage, pumpkin; ant, teddy bear, umbrella, orange, elephant, car, jacket, two, cap, jar apple, egg, up, on*

Language: Unit 5: *My (cups) are made of (plastic).*
Unit 6: *(Rana) can put on (her jacket).*
Unit 7: *A cow eats plants.*
Unit 8: *It's a green circle.*

Materials: Student's Book, page 89
Activity Book, page 78
Class CD
Digital Toolkit
Flash cards: Units 5-8 flash cards
Phonics cards: a: ant, apple; t: teddy bear, two; u: umbrella, up; o: orange, on; e elephant, egg; c: car, cap; j: jacket, jar; i: in, ink
A copy of the picture on page 89, completed by you

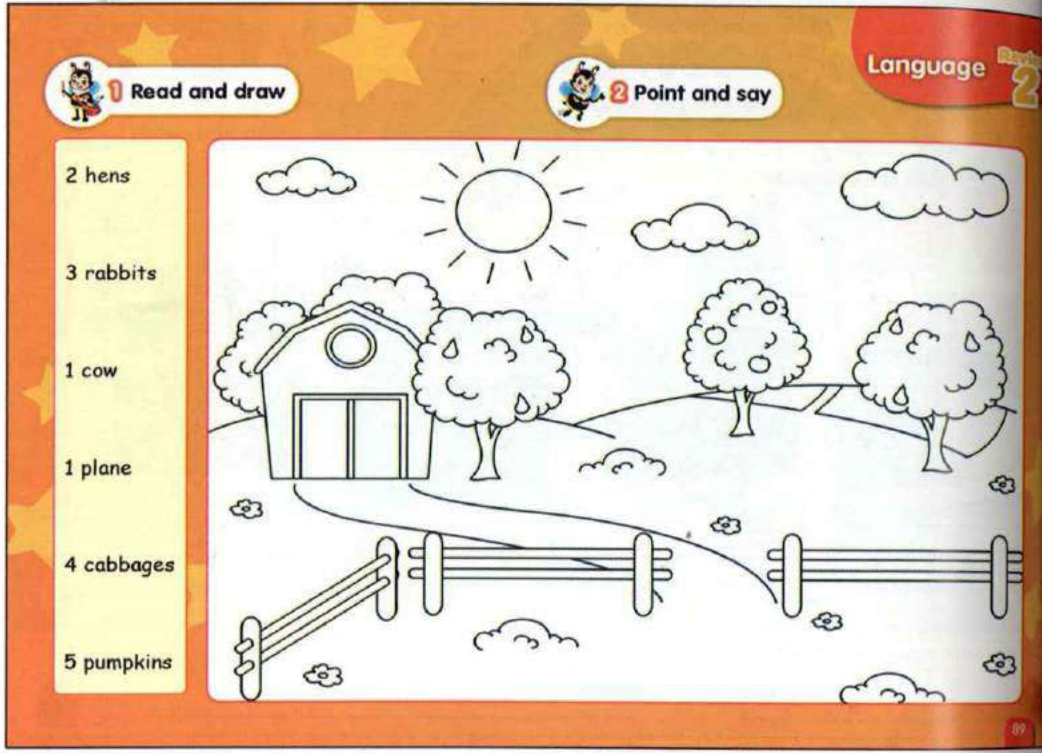
Opener

- Play *What's missing?* (Games Bank, page 154) to revise the vocabulary from Units 5-8 using the flash cards.
- Play *Catch and say (1)* (Games bank, page 152) with animals and plants.

STUDENT'S BOOK page 89

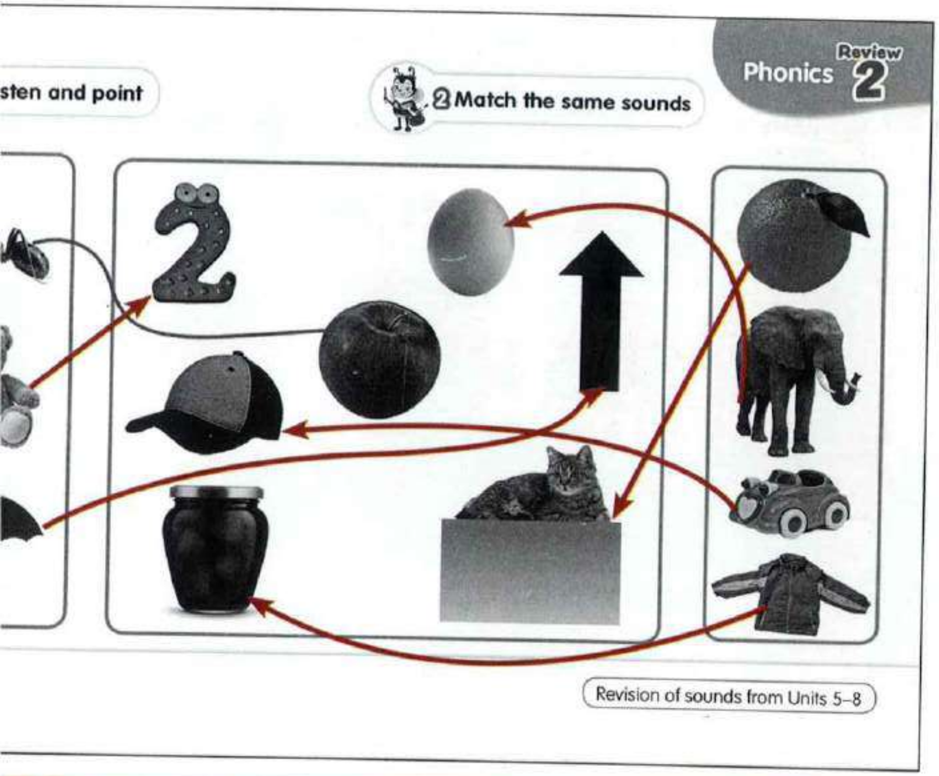
1 Read and draw

1. Help students to find page 89. Look at the picture with the class. Ask them what they can see.
2. Then ask students to read the numbers and words on the left.
3. Explain that you would like students to draw the number of items onto the picture: two hens, 3 rabbits, etc.
4. Go around and check their work. Ask then to describe their pictures as they work. They can color them if they have time.



2 Point and say

1. Students take turns pointing to the things in their pictures and saying as much about them as they can, e.g. *Two yellow hens*.
2. Show them the picture that you completed. Point to each item and ask students to say what they can see.



TIVITY BOOK page 78

Listen and point

Missing sound (Games bank, page 153) to revise the letter sounds *a, i, t, u, o, e, c* and *j.*
students to find page 78 in the Activity Book. Ask students to say what they can see in pictures.
the recording. Ask students to listen and point to each thing they hear.

dioscript

tor: *ant, apple.*
teddy bear, two.
umbrella, up.
orange, on.
elephant, egg.
car, cap.
jacket, jar.

2 Match the same sounds

1. Ask students to say the first word (*ant*). Can they find the word that matches the letter sound? Help them find *apple.*
2. Repeat for the next word *teddy bear* and the matching word *two.*
3. Students continue the task in pairs. Go around and check they are matching correctly.
4. Check their answers. One student says a word and another says the matching word.
5. Play the audio track again to check answers as a class.

LESSON 3 SB page 90 AB page 79

Objectives: To review the letter sounds from Units 5-8
To make a jigsaw of a car

Vocabulary: *cap, car, red, boy, elephant, egg, umbrella, up, under, jacket, daddy, sweater, boy, apples, ant, Adam, orange, robot, on, in, ink, insect, teddy bear, ball, twelve*

Materials: Student's Book, page 90
Activity Book, page 79, 87 and 89
Digital Toolkit
Phonics cards: a/ant, o/oil, e/elephant, u/under, i/in, t/teddy bear, c/cap, j/jacket
Scissors, glue and color crayons
Optional: a completed jigsaw

Opener

- Revise the sound /æ/ using the a/ant phonics card. Show the picture on the flash card and ask What's this? Elicit ant. Then say ant. Students repeat after you.
- Show the letter side of the flash card and say /æ/. Point to the letter and say /æ/. Students repeat with you.
- Then show the picture on the card again and elicit ant. Flip the card from the letter side to the picture side so that the students are saying /æ/ … ant repeatedly.
- Repeat the procedure for the rest of the sounds from Units 5-8. You may also like to add in the sounds from Units 1-4.

STUDENT'S BOOK page 90

1 Play the game

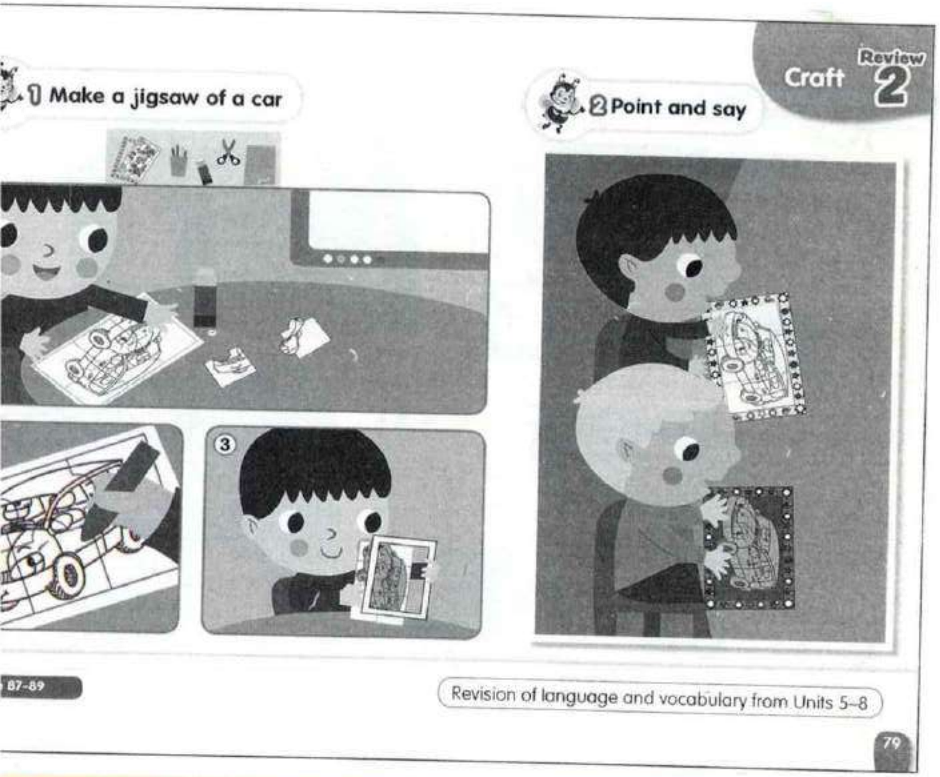
1 Help students to find page 90. Say *Look! A game.*
2 Explain that students work in pairs. They take it in turns to say the letter sound and the words in that group with the same letter sound, for example: c: car, cap.
3 If they are successful, they get a point and it passes on to the next student who must complete the next group of words. If students are not successful, they do not get a point and it passes on to the other student who tries himself/herself.



4 However, students must be careful. In some sets, there is a word or words that does not have the same letter sound. If they can make a word for this picture, they get an extra point! The student with the most points at the end of the game is the winner.
5 Demonstrate how to play the game. Hold up your book to show the game board. Explain that students have to take it in turns. Elicit the words in the c and e sets. Can they identify a word that does not belong (boy)?
6 Students then play the game in pairs. They can play the game more than once, or with different partners, if time allows.

Answers

❑ *c: cap, car, [red]; e: [boy], elephant, egg; u: umbrella, up, under; j: jacket, [sweater], [daddy]; a: apple, ant, Adam; o: orange, [robot], on; i: in, ink, insect; t: teddy bear, [ball], twelve.*



'IVITY BOOK page 79

ke a jigsaw of a car

› students to find page 79 in the Activity Book. Look at the first picture and ask
ents what Adam is doing. If you have made a jigsaw, show this to the class. Say *This is
saw. I like jigsaws. Do you like jigsaws?* Make sure each student has seen it properly
king it around the class.

ain that today, students are going to make a jigsaw of a car like Adam.

students to find the jigsaw on page 87 and to cut out the picture and the pieces
ully.

then make the jigsaw and color the pieces.

ly, they cut out the picture on page 89 and mount the jigsaw inside the picture frame.

2 Point and say

1 Ask students to look at the picture. Explain that the boys are displaying their pictures to the class.
2 Now ask students to do the same. They can take it in turns to show their jigsaws to the class. Encourage them to say what they can about the pictures, e.g. *what color it is*.

Fast finishers

- Students can draw pictures of other forms of transport that they know.

Consolidation game

- Play *Circle it* (Games Bank, page 152) to revise all of the letter sounds learned so far.

LESSON 4

SB page 91

Objectives: To review vocabulary from Units 5-8
To review language from Units 5-8
To listen and identify sentences

Vocabulary: *Unit 5: car, train, teddy bear, doll, robot, ball, bead; numbers 1-20; fabric, metal, plastic, wood, paper, glass, pull, push, slide, roll*
Unit 6: apron, pajamas, school uniform, cap, sweater, skirt, T-shirt, shorts, jacket, scarf, hat, gloves; lollipop, pharmacy, toothpaste, supermarket; butcher, carpenter, seamstress; hungry, thirsty yummy
Unit 7: bear, chick, rabbit, monkey, giraffe, goat, hen , cow ; carrots, plants, leaves, bananas, pumpkin, cactus, cabbage, flower, fruit, roots, seeds, soil, spine; desert, dry, forest, tree, wet; write
Unit 8: star, square, circle, triangle, rectangle, car, plane, bicycle, truck, bus, felucca, boat, ship, wheelchair; air, land, water, float, sink, travel; hot, cold, rainy, sunny, windy

Language: *Unit 5: My (cups) are made of (plastic).*
Unit 6: (Rana) can put on (her jacket).
Unit 7: A cow eats plants.
Unit 8: It's a green circle.
I go to (Aswan) by plane.

Materials: Student's Book, page 91
Class CD
Digital Toolkit
Flash cards: Units 5-8 flash cards
Unit 5-8 posters
A soft ball
Real hats, gloves, scarfs and caps
Traffic signs from the Unit 8 project
Pictures of different animals (rabbit, parrot, monkey, camel, cow, goat, hen, cat)



Opener

- Play *Memory* (Games Bank, page 153) using the real items of clothing to revise clothes.
- Play *Point to it* (Games Bank, page 153) to revise materials: *fabric, metal, glass, plastic, wood* and *paper*.
- Play *Catch and say (1)* (Games Bank, page 152) to revise animals and plants.
- Play *Catch and say (2)* (Games Bank, page 152) to revise shapes.

TUDENT'S BOOK page 91

Listen and point

Help students to find page 91. Look at the first picture with the class. What can they say about the picture? Ask *What are the children doing?* What are they saying? Praise all answers that are possible.
Repeat for each picture.
Explain that students are now going to hear recordings for each picture. They need to listen and point to the correct picture each time. The recording is not in the same order as the pictures.
Play the recording for the first sentence. Check students are pointing to the correct picture. Repeat for each sentence. Play the recording more than once if necessary.

Audioscript

Rana can put on her jacket.
It's a green light. Go!
My balls are made of plastic.
A cow eats plants.

Act

Put the students into groups of four. Explain that the students are going to choose one of the picture frames from Exercise 1 to act out to the class.
Give students time to choose which picture they want to act. Students should choose these themselves, but you might want to delegate some of the pictures if nobody chooses to do a particular one, so that all of the pictures are covered.
Ask them to think carefully about what they can say. For example, if they want to act picture 2, can they say more about cows or do they need to talk about other animals too?
Ask them also to think about what props they can use. If they are acting picture 1, can they find objects made of different materials in the classroom? If they are acting picture 4, do they have real clothes that they can use?
You can also give out the model traffic lights from the project on traffic signs and the pictures of animals if students ask for them.
Help them with any language they might need. You can write prompts on the board or give groups flash cards to help them.
Go around and monitor as they are working, offering help and support. Encourage them to rehearse.

8 Finally, groups take it in turns to act out their scenes. Encourage other groups to pay attention while they are acting, and to applaud at the end.
9 Praise all their acting. Say *Well done, everyone!*

Consolidation game

- Play *Guess the picture* (Games Bank, page 153) with Units 5-8 vocabulary.

ch and say (1)

his game to practice vocabulary. You can play as a whole group or in pairs or small
ɔs. Choose a set of vocabulary, e.g. toys. In pairs, students throw and catch, or roll a ball
ch other. Each time they have the ball, they say the name of something from the unit
ne group or their partner repeats. The student can then either pass the ball back to you to
, roll to the next student or to another student who tries to think of a different word.

h and say (2)

ould also build the vocabulary set by asking students to repeat all the words they have
so far and then to add another word each time they have the ball.

e it

is game to practice letter sounds and numbers and their formation. Draw between two
different letters (and simple shapes or pictures if students only know one or two letters)
board. Ask for a student to come to the board and circle and say a letter sound, e.g. the
(/h/). The student comes to the board and circles the letter *h*. Repeat with other students
ter sounds.

show

s game to practice colors vocabulary. Roll or throw a soft ball or beanbag to a student
Show me (yellow / red / blue / green). The student can touch any item in the classroom,
they know the vocabulary or not, as long as it is the correct color.

spot

game to practice colors vocabulary. Say: *Find something (red)*. Students find and
something red in the classroom. It does not matter if they do not know the vocabulary
is the color is correct.

Copy it

Use this game to practice pre-writing skills. Students work in pairs. Give one student from each pair a picture of a simple line or shape. The student uses a finger to draw the line or shape on the other student's back. The second student then draws the line or shape on paper and they see if it matches the first line or shape that was drawn.

Follow the pattern

Use this game to practice motor skills and cooperative skills. In pairs, students stand at one side of the room. One student walks to the other side of the room, following a meandering path. The other student follows behind. When all students get to the other side of the room, they repeat with the other student leading.

Go to the word, card or letter (1)

Use this game to practice vocabulary or letter sounds. Write words or letter sounds on pieces of paper or use the flashcards. Place three or four of the words or letter sounds you are reviewing, e.g. h/hello, b/book, r/robot and d/daddy, in different corners of the room. Ask the children to move around the room to music (you could play one of the songs from the unit). When the music stops, students go to one of the letter sounds or vocabulary items before you count to three. Without looking, say one of the letter sounds or words. The students who are standing next to those words or letter sounds win that round. Play several times, making sure you use every word or letter sound.

Go to the word, card or letter (2)

You could also play a version of this game with the class seated. Name three or four students and then call out one of the letter sounds or vocabulary items on the pieces of paper. The named students move to stand next to the correct word or letter. Repeat with other students until every student has had at least one turn and you have called out all the words or letter sounds.

ıess the picture

wly draw a picture of a vocabulary item, e.g. *board, book, chair, crayon, pencil* or *table* for ssroom objects on the board or on a piece of paper. Pause for students to guess the word. dents could play in teams, with each group trying to guess first.

ello!

e this game to practice language. Ask students to sit in a circle. Say a student's name and l a ball to that student. Help the student to say *Hello, I'm (name)*. Say *Hello, (name)* and courage the class to join in. The student then rolls the ball to another student and the game ntinues in this way until all the class have taken part.

emory

e this game to practice vocabulary. You need a set of real items, e.g. a doll, a teddy bear, a ot, a balloon, a car, a ball. Place some of the items on a table and give students a short time look at them. Cover the items with a cloth, and ask students to remember the items they saw.

ime it

e this game to practice vocabulary. Mime one of the vocabulary words for the class to guess, . robot. The class says the word for your mime. You could invite a confident student to do a me for you to guess. Students can also play in pairs.

lingle

se this game to practice language. Students stand up and walk around the room. When you ap, they stop and find a partner. They do a mini-dialogue with their partner, for example: *ello, what's your name? I'm (Sara)*. When you clap again, they walk around again until you gnal that they should stop and do the dialogue again with a new partner.

lissing sound

se this game to practice letter sounds. Write a list of letter sounds on the board, e.g. h/hello, book and r/robot, and elicit the letter sounds: /h/, /b/ and /r/. Point to each letter sound in turn d ask students to say the sound. Then ask students to close their eyes. Remove one letter und and ask *What's the missing sound?* Students tell you the missing sound.

Pass the letter / number

Use this game to practice letter formation. Play in groups. Students stand in groups in lines in front of the board, one behind the other. Trace a letter, for example, *h* on the back of the last student in the line. The student traces that letter on the back of the student in front of them, who then traces it on the student in front of them. They continue this until the letter reaches the student beside the board. That student writes the letter on the board. Check if it is correct. The student beside the board moves to the back of the line. Repeat the game with a different letter. You could also play this game with numbers to practice number formation.

Point to it

Use this game to practice vocabulary when you have real items, e.g. food (or toy food), classroom items, parts of the body, clothes. Choose one of the vocabulary items and say *Point to a (crayon)*. Students find and point to the item.

Point to the picture/card

Use this game to practice vocabulary using pictures of items cut out of magazines, when real items are not available, e.g. course characters, family members, animals, numbers or using flashcards. Display the cut-out pictures. Say one for the words, e.g. *daddy*. If students think they know which picture is *daddy*, they put up their hands. Choose a student to come to the board and point to the front of the classroom and point to the picture of *daddy*. That student says the next word and chooses the next student to come and point to it. Alternatively, students could play this in pairs, using the Student's Book page.

Show me

Use this game to practice numbers. Make sure each student has some real items that they know the vocabulary for, e.g. pencils, crayons and books. They will need enough of each item to show the numbers you are practicing. Say the number, for example: *two*. Students select and show you the correct number of items. Alternatively, they could just show the correct number of fingers when you say the number. Play this first as a class and then in pairs.

ıg

s game to practice sorting items into different categories, e.g. healthy and unhealthy
udents play in groups. Use pictures you have brought in of healthy and unhealthy
nd some reusable adhesive. Draw two circles or sections on the board. Draw a symbol
ı circle, e.g. a green spoon or green tick at the top of one side, and a red spoon or red
he top of the other side. Show one of the pictures to the first group and ask them to
n the correct area on the board. Show the next picture to the second group. Groups get
for each correct answer.

er says (1)

game to practice vocabulary and language. Give instructions for the students to carry
you. Say *Teacher says… touch your (nose)* and touch your own nose. The students
eir noses. Continue with *eye, hair, ear, mouth* and *hand*. Then say *Touch your (nose)*,
saying *Teacher says*, and show students that you are not doing the action. Students
the action if you say *Dina says*.

er says (2)

play an adaptation of the game. Say *Touch your nose* but touch your own ear.
say *No!* and show the correct body part by touching their own nose and saying *Touch*
e.

g letters or numbers

game to practice letter or number formation. Play in pairs. e.g. one student traces a
rom 1 to 5 on the back of the other student. The student says the number and then
o roles.

(Who's) missing?

game to practice vocabulary. Display a set of pictures cut out of a magazine, e.g.
ephant, giraffe, lion, monkey, snake. Revise the vocabulary. Ask students to shut their
remove one picture. Ask *What's (Who's) missing?* Confirm the answer by showing
picture.

What's this?

Use this game to practice vocabulary. You need a set of real items or pictures of items, e.g. board, book, chair, crayon, pencil and table. Demonstrate with a confident student. Show the student an item, e.g. a book, and ask *What's this?* Help the student to reply *It's a (book)*. Ask the class: *Is it a (book)?* The rest of the group says *Yes. It's a (book)*. Swap roles, encouraging the student to hold the item and to ask you *What's this?* This time say the wrong item *It's a (board)*. Encourage the student to ask the class: *Is it a (board)?* The rest of the class replies *No! It's a (book)*. Students can also play in groups.

Word whispers

Use this game to practice vocabulary. You need pictures of vocabulary items or words or letter sounds written on pieces of paper. Students sit or stand in a line or circle. Show the first student in the line one of the words, letter sounds or pictures, e.g. doll, without letting the rest of the group see. The first student whispers: *doll* to the student next to them, who whispers the word they have heard to the student next to them, until the word reaches the student at the end of the line or circle. He or she says the word. Students look at the pictures, words or letter sounds and see if this matches the word. If it matches, they all say the word. Students can also play this game in small groups.

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